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ABSTRACT

This teaching unit, "World War I Unit," is the seventh in a series of 10 units about Alabama state history, part of a project designed to help teachers integrate the use of primary source materials into their classrooms. Although the units are designed to augment the study of Alabama, they are useful in the study of U.S. history, world history, and the social studies in general. Each unit contains background information for the teacher and consists of several lessons. Lessons contain learning objectives, suggested activities, and documents. This unit is divided into eight sections: (1) "Introduction"; (2) "Lesson 1: Power of the Press" (eight primary source documents); (3) "Lesson 2: A Question of Honor: The Selective Service" (16 primary source documents and transcripts); (4) "Lesson 3: Black Alabamians in World War I" (six primary source documents); (5) "Lesson 4: The Home Front: Food Will Win the War" (nine primary source documents); (6) "Lesson 5: Signing Up for Action and Supporting the Action" (10 primary source documents); (7) "Guidelines for Analyzing a Document"; and (8) "Suggestions for Analyzing a Photograph." (BT)

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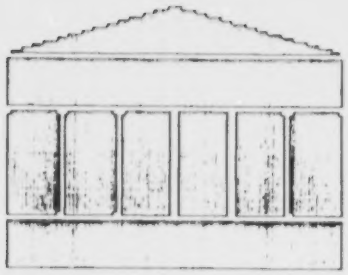

ADAH
ALABAMA DEPARTMENT OF
ARCHIVES & HISTORY

Using Primary Sources in the Classroom

World War I Unit

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Project Description

This project is designed to help teachers more easily integrate the use of primary source materials into their classrooms. It consists of teaching units on Alabama history organized in ten chronological/subject areas:

- Creek War, 1813-1814
- Settlement
- Slavery
- Civil War
- Reconstruction
- 1901 Constitution
- World War I
- Depression/New Deal
- World War II
- Civil Rights Movement

While these units cover some of the most critical and significant periods in Alabama history, the selected lessons are meant to be representative rather than comprehensive. These units were designed to augment the study of Alabama, yet they are useful in the study of the United States, the world, and the social studies in general. The documents can also be used to supplement the study of other curriculums.

Each unit contains background information for the teacher and is made up of several lessons. The lessons contain learning objectives, suggested activities, and documents. Documents are reproduced in the original form and transcribed when necessary. Primary source materials may be printed and reproduced for classroom use. Lessons can be used without modification, adapted for specific class use, or entire new lessons and activities may be created based on the primary source materials provided.

Purpose of the Project

The 1992 Alabama Social Studies Course of Studies emphasized the use of primary source documents to "enrich the social studies program and enable students to visualize and empathize with people of other times and places." These documents help students vividly understand the feelings and actions of Jeremiah Austill at the Canoe Fight of 1813, of riders on the first integrated buses in Montgomery at the conclusion of the famous bus boycott, of women nursing wounded Civil War soldiers, and of destitute Alabama families during the Depression. These documents enrich the study of Alabama history and the study of all civilizations.

The Alabama Department of Archives and History is the official repository for Alabama government documents and holds many of the most important books, documents, visual materials and artifacts that document the history of Alabama and the South. The purpose of this project is to bring those materials to students, and to organize them in such a way that teachers can easily utilize them in the classroom.

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Using Primary Sources in the Classroom: World War I Unit

Introduction to the World War I Unit

Between 1914 and 1919 the world was engulfed in "The Great War" as the Central Powers (Germany, Austria-Hungary, Turkey, and Bulgaria) fought the Allied Powers (primarily Russia, Great Britian, France, Italy, and later, the United States) over territory and national honor. Secret and entangling alliances had placed a stranglehold on the great countries of Europe by the early twentieth century resulting in war that involved the entire globe.

America, an ocean away from Europe, was in the midst of a great burst of creative energy which had produced exciting new inventions and quickening industrialization. The wave of immigration from Europe continued into the new century, creating social and economic tensions in American society which complicated this nation's responses to the war on the other side of the world. President Woodrow Wilson attempted to maintain a careful neutrality at the outset because many traditional Americans were confirmed isolationists while newer citizens often remained loyal and interested in the events wracking their original homelands. Neutrality was abandoned when America entered the war on the side of the Allies after the German actions against the United States incensed the press, and thus, the public. Congress declared war in April of 1917, supporting Wilson's pledge to help "make the world safe for democracy."

Alabama's well known and respected congressional leaders, Oscar W. Underwood, Henry D. Clayton, and Stanley H. Dent were considered President Wilson's allies since they had enthusiastically supported his domestic programs. However, the question of selective service and "the draft" versus the use of volunteers caused a division between the President and Senator Dent. Despite these differences, Alabama unequivocally joined in the national war effort. The state's young men entered service in the thousands, both as "draftees" and as federalized National Guard units. Victory Gardens were planted, Liberty Bonds were bought, and the Red Cross was enthusiastically supported, becoming important parts of the social life of those on the home front. While all races in Alabama were still divided in many areas and on many issues, Alabamians black and white were dedicated in their volunteer services for the war effort.

Lesson 1: The Power of the Press

1. Background Information for Teachers

World War I began in August 1914 between the Central Powers of Germany and Austria-Hungary and the Allied Powers of Russia, France, Great Britain, Japan, Serbia, Belgium, and Montenegro. As the Great War spread to encompass much of the world, the United States under President Woodrow Wilson strove to remain neutral. The American public was split on which side to support since its population consisted of many different ethnic groups with conflicting allegiances. A majority simply wanted to stay aloof from a war far away where the issues were often difficult to decipher.

German actions against the interests and citizens of the United States finally decided the issue in favor of the Allies. Repeated submarine attacks by German U-boats took the lives of Americans, events that increasingly stirred the press to demand action to avenge America's honor. Public opinion, already tending toward support of Britain because of historical ties, became convinced that the United States must enter the war "to make the world safe for democracy." The final inducement to intervention came when newspapers published an intercepted message from the German foreign minister. He offered Mexico land in the American southwest in return for attacking the United States. Stirred up by the sometimes rabid prose of the journalists, the public overwhelmingly supported the American declaration of war on Germany that came in April 1917.

2. Learning Objectives

Upon completion of this activity, students should be able to:

1. Identify an editorial.
2. Identify propaganda.
3. Discuss the differences between a weekly and a daily newspaper.
4. Analyze the needs of rural and urban newspaper audiences and discuss how those needs are met.
5. Evaluate the possible power of the press and the importance of multiple views concerning events.

3. Suggested Activity

1. Make copies of the newspaper accounts of the sinking of the various vessels for each student.

2. Divide class into six groups.

3. Each student must read each article.

4. Each group has a specific question or point to address for the benefit of the class.

    a. Group A: After reading the articles, be prepared to describe the nature of each writing. Define the term *editorial*. Are these articles reports of events which have occurred, or are they opinions concerning the events which have occurred? Why is it important to know the difference between those articles which are fact and those which are opinion?
    b. Group B: Read and describe the newspaper accounts of the sinking of the *Lusitania* and the *Gulfight*. What are the dates of the attacks according to the newspaper articles? Why are both events covered in the May 13 edition? What are the similarities and the differences in the attacks? Locate this county on a map of Alabama. Where is Chatom located in relationship to the larger cities of Alabama? Describe the audience of this newspaper.
    c. Group C: Define the term *propaganda*. Read the account of the sinking of the *Deutschland*. Is the language in which this article is printed significant? Why or why not? Does this article contain propaganda? Why or why not? Compare the sinking of the *Deutschland* with the destruction of the *Lusitania*. What do these events have in common? How are these events different? Describe the audiences of the two newspapers.
    d. Group D: Read the account of the sinking of the *Missourian*. Is this a significant event? Is there a relationship between the sinking of the *Missourian* and the United States Senate's vote concerning the declaration of war? Why or why not? Describe the audiences of these newspapers. Is there a difference in coverage between the weekly newspaper and the daily newspaper?
    e. Group E: Examine the coverage of the sinking of the *Lusitania* with the coverage given to the sinking of the *Missourian*. What do these events have in common with each other? How do these events differ?
    f. Group F: Read and discuss the coverage of the Zimmermann note [http://www.archives.gov/digital_classroom/lessons/zimmermann_telegram/zimmermann_telegram.html] discovery in the *Huntsville Daily Times* and the *Washington County News*. Describe the situation as it was explained by the newspapers. What are the dates for these reports in the newspapers? According to the newspapers, on what date was the note actually intercepted? The U.S. declared war on April 6, 1917. Was the

Zimmermann note important to the declaration of war? Why or why not? Are these articles based upon fact or upon opinion? Are editorial remarks made in the articles? Present examples from the articles to prove your positions.

Documents

Document 1: "1,200 Perished on Lusitania" and "Discuss Gulfight." *Washington County News,* 13 May 1915, 1. Newspapers, Micro #455, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson1/doc01p1.html

Document 2: "Germans Sink Two More Ships." *Washington County News,* 6 May 1915, 4. Newspapers, Micro #455, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson1/doc02p1.html

Document 3: "Was the Accident to the Deustchland Really an Accident?" *Alabama Staats-Zeitung,* 9 December 1915, 1. Newspapers, Micro #448, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson1/doc03p1.html

Document 4: "American Rights Clearly Violated." *Cherokeer Harmonizer,* 8 March 1917, 1. Newspapers, Micro #302, Alabama Department of Archive & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson1/doc04p1.html

Document 5: "U.S. Steamer Missourian Sunk Without Warning; Crew Saved" and others. *The Huntsville Daily Times,* 5 April 1917, 1. Newspapers, Micro #300, Alabama Department of Archives & History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/ww1/lesson1/doc05.html

Document 6: "United States in War with Germany" and "Unarmed Steamer Sunk." *Washington County News,* 12 April 1917, 1. Newspapers, Micro #455, Alabama Department of Archives & History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/ww1/lesson1/doc06p1.html

Document 7: "Germany Stirs Washington by Proposing Tripple [*sic*] Attack on U.S. with Mexico and Japan." *The Huntsville Daily Times,* 1 March 1917, 1. Newspapers, Micro #300, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson1/doc07p1.html

Document 8: "German Plot Against U.S. is Revealed." *Washington County News,* 8 March 1917, 1. Newspapers, Micro #455, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson1/doc08p1.html

Lesson 1: Document 1

1,200 PERISHED ON LUSITANIA

SMEAR OF FLOTSAM ON FACE OF SEA MARKS GRAVE OF SUNKEN STEAMER.

SURVIVORS TELL OF DISASTER

One Hundred and Forty-nine of 1200 Who Perished Lie in Improvised Morgue at Queenstown.

London. — Dispatch to the Exchange Telegraph Company from Liverpool says the official list of survivors of the Lusitania includes the names of 487 passengers and 274 crew.

Queenstown.—A smear of flotsam on the face of a calm sea 23 miles from this port marks the grave of the Cunarder Lusitania, victim of a German submarine.

One hundred and forty-nine of the 1200 persons who perished with the liner lie in improvised morgues in old buildings that line the Queenstown harbor. They either were picked up dead or succumbed after landing.

The 645 survivors of the disaster here are quartered in hotels, residences and hospitals, some too badly hurt to be moved. Two groups left here clad in misfit clothing for Dublin by rail and thence by boat to Holy Head. The injuries of some are so serious that additional deaths are expected and nearly all are too dazed to understand fully what has happened.

The survivors do not agree as to whether the submarine fired one or two torpedoes. A few say they saw the periscope and many attest to tracing the wake of the foam as a projectile raced toward the vessel.

The only points in which all concur is that the torpedo struck the vessel a vital blow amidships, causing her to list almost immediately to the starboard. In this careening fashion she plowed forward some distance smashing the left boat's davits as she did so and making the launching of boats well nigh impossible until headway had been ceased. How far the Lusitania struggled forward after being struck and how long it was before she disappeared beneath the waves are points on which few passengers agree, estimates of the time she remained afloat ranging from 8 to 20 minutes. The list to starboard so elevated life boats on the port side as to render them useless and it is said only two on that side were launched.

The first three, according to the custom of the sea, was filled with wo-

Document 1: "1,200 Perished on Lusitania," *Washington County News*, 13 May 1915, 1, Newspapers, Micro #455, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 1: Document 2

GERMANS SINK TWO MORE SHIPS

BRITISH AND RUSSIAN STEAMERS ARE SUNK OFF OF THE ENGLISH COAST.

CREWS OF SHIPS SAVED

Submarine War of Broader Scope Looked For—Anxiety Over German Attack In West

London.—German submarines, which for two weeks had been confining themselves to the North Sea, where they sank several trawlers, again have appeared on the trade routes off the west coasts of Ireland and England, and caught two victims. They were the British steamer Edale, sunk off Scilly Islands, and the Russian steamer Svorono, attacked off the Blasket Islands. Both crews were saved.

That, taken in connection with the warning issued to American travelers on transatlatic liners, doubtless means another attempt with a greater number of submarines to combat the blockade by England. It is announced by the English papers that the admiralty has found a means of dealing with submarines and the people, in view of the latest attacks upon steamers, are awaiting the result with interest.

In face of submarine attacks, Zeppelin raids and the bombardment of Dunkirk, which bring the war closer home, England remains calm as ever. There are some, of course, who feel anxiety over the western battle line, but generally, the feeling is one of optimism based on scucess with which the allies have withstood former attempts of the Germans to get through to the ports.

The bombardment of Dunkirk which was repeated, and which has resulted in considerable loss of life, has caused many women and children to leave the town. The Germans can repeat the bombardment whenever they desire with the big guns which formerly were posted on the coast to ward off attacks from the allied fleet and which have been moved toward Nieuport. Still there is confidence that the navy and armies will find a means of dealing with the guns.

On the remainder of the western front, tidings are comparatively quiet, although the French appear to be still on the offensive between the Meuse and the Moselle rivers, the Germans claiming to have repulsed attacks there. Consequently, with the situation at the Dardanelles established, interest has turned again to the eastern front and particularly to the Russian Baltic provinces which are being raided by he Germans.

The extent of this new raid has not

Document 2: "Germans Sink Two More Ships," *Washington County News*, 6 May 1915, 4, Newspapers, Micro #455, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 1: Document 3

WAS

The Accident To The Deutschland Really An Accident?

Or Was It A Well Laid Plot To Destroy The Boat? A Great Number Of People In New London Seem To Think The Latter Is The Correct Version Of The Accident.

From the following taken from the New York mail, it would appear as if the accident to the undersea freighter "Deutschland" was not an accident but a well laid plot to destroy the boat. The Mail under date line of New London, Nov. 22. in part says:

With the Deutschland off on her way back to Bremen, this town is beginning to wonder whether the true story will ever be told of that tragic morning in the race when the submersible trader sent her convoying tug to the bottom with all her crew but one.

It is plain that, the more the townspeople think and hear about the sinking, the less inclined they are to swallow the first brief and off-hand explanations given out.

These early explanations branded the affair an accident brought about by a fiercely rushing tide which caught the T. A. Scott Jr., in its grip and swept her broadside against the

Document 3: "Was the Accident to the Deustchland Really an Accident?" *Alabama Staats-Zeitung*, 9 December 1916, 1, Newspapers, Micro #448, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 1: Document 4

AMERICAN RIGHTS CLEARLY VIOLATED

Sinking Of The Liner Laconia Another Lusitania Affair In Principle Though Fewer Lives Lost

WAS SUNK WITHOUT WARNING

Killing Of American Women By Torpedoing Ship Furnishes "Overt Act," It Is Stated Officially

Washington.—The sinking of the Cunarder Laconia by a German submarine was stated officially to constitute a clear-cut violation of American rights.

Conclusive official information at the state department shows that two American women lost their lives, that if four other Americans among the passengers and the 14 among the crew were saved, it was only by good fortune, and that the vessel was sunk without warning in direct defiance of all the principles for which the United States has stood.

Consul Frost's reports from the survivors show that the vessel was struck by a first torpedo without warning at 10:30 at night, 150 miles off Fastnete. The engine was stopped as the ship listed to starboard, wireless calls were flashed broadcast and six rockets were sent up. Thirteen boats with passengers and crew got away in a heavy sea.

About twenty minutes after the first torpedo, the reports add, and while some of the boats were still nearby, a second torpedo was driven into the vessel, which sank three-quarters of an hour after the original attack. The small boats with survivors pitched about during the long hours of the night until rescue ships came up. During this time the two American women, Mrs. Mary E. Hoy and Miss Elizabeth Hoy, of Chicago, died of exposure and were buried at sea. There were several other deaths, not of Americans.

No further facts are needed by this government, it was stated officially. Officials are entirely clear in their belief that Germany has committed the act which President Wilson has said it was impossible for him to believe she would commit.

Ten Lives Lost On Laconia

London. — The Cunard company gives the following names of the Laconia's passengers missing and supposed to have been lost:

Mrs. Mary Hoy, Miss Elizabeth Hoy,

Document 4: "American Rights Clearly Violated," *Cherokee Harmonizer*, 8 March 1917, 1, Newspapers, Micro #302, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 1: Document 5

U. S. STEAMER MISSOURIAN SUNK WITHOUT WARNING; CREW SAVED

(By the Associated Press)

WASHINGTON D. C. April 5—The sinking without warning of the unarmed American steamore Missourian. which left Genoa April 4th with thirty two Americans among her crew of fifty three was reported to the state department today by consul General Wilbur at Genoa. The crew was saved.

(By the Associated Press)

NEW YORK, April 5—American steamship Missourian owned by the American Hawaiian steamship company line left here March 6th for Italian ports.

WAR VOOTE PROBABLY AT FIVE O'CLOCK

(By the Associated Press)

WASHINGTON D. C. April 5—Congress will probably take a vote about 5 o'clock this afternoon on the war resolution.

SENATE VOTES FOR WAR

(By the Associated Press.)

WASHINGTON D. C. April 5 The U. S. Senate last night voted for war against Germany with only four dissenting votes. LaFollette and Vardaman were among them.

Document 5: "U.S. Steamer Missourian Sunk WIthout Warning; Crew Saved" and others, *The Huntsville Daily Times*, 5 April 1917, 1, Newspapers, Micro #300, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 1: Document 6

UNARMED STEAMER SUNK.

Missourian With 32 Americans Aboard Is Torpedoed.

Washington—Sinking without warning of the unarmed American steamer Missourian, which left Genoa on April 4 with 32 Americans among her crew of 53, was reported to the state department by Consul General Wilbur at Genoa. The crew was saved.

Destruction of two more vessels, one British and one Norwegian, with Americans on board, was reported to the state department by Consul Lathrop of Cardix.

The Norwegian steamer Sandvikgoole was sunk by a submarine believed to have been German, while the British steamer Lincolnshire was sunk without any submarine being seen.

Document 6: "Unarmed Steamer Sunk," *Washington County News*, 12 April 1917, 1, Newspapers, Micro #455, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 1: Document 7

GERMANY STIRS WASHINGTON BY PROPOSING TRIPPLE ATTACK ON U. S. WITH MEXICO AND JAPAN

(By the Associated Press.)

WASHINGTON D. C. March 1—Revelaton of how Germany is expecting war with the United States a sresult of her submarine campaign of ruthlessness and plotted to unite Mexico and Japan with her for an attack on the United States has stirred the capitol to its depths. How Germany is confident that unrestricted submarine warfare is the instrument by which she will bring England to her knees proposed as a triple blow was revealed in set of instructions from the German foreign minister Zimmerman to German minister Von Eckhardt in Mexico City which was transmitted thru Von Bernstorf.

CONFIRMATION REACHES WASHINGTON

(By the Associated Press)

WASHINGTON D. C. March 1—Full official confirmation of Germanys proposal to Mexico of the alliance with Mexico and Japan to attack the United States government is today both at the White House and the state department.

Document 7: "Germany Stirs Washington by Proposing Tripple [*sic*] Attack on U.S. with Mexico and Japan" and others, *The Huntsville Daily Times*, 1 March 1917, 1, Newspapers, Micro #300, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 1: Document 8

GERMAN PLOT AGAINST U. S. IS REVEALED

War on America by Alliance of Mexico and Japan With Teutons Proposed.

WILSON HAS THE EVIDENCE

President Has Copy of Official Instructions Outlining Details of Conspiracy Against Our Government—Carranza Told to Reconquer Texas, Arizona and New Mexico.

Washington, March 3.—On Friday morning the Western Newspaper Union was enabled to reveal that Germany in planning unrestricted submarine warfare and counting its consequences, proposed an alliance with Mexico and Japan to make war on the United States if this country should not remain neutral.

Japan, through Mexican mediation, was to be urged to abandon her allies and join in the attack on the United States.

Mexico, for her reward, was to receive general financial support from Germany, reconquer Texas, New Mexico and Arizona—lost provinces—and share in the victorious peace terms Germany contemplated.

Details of the Plot.

Details were left to German Minister von Eckhardt in Mexico City, who by instructions signed by German Foreign Minister Zimmermann at Berlin January 19, 1917, was directed to propose the alliance with Mexico to General Carranza and suggest that Mexico seek to bring Japan into the plot.

These instructions were transmitted to Von Eckhardt through Count von Bernstorff, former German ambassador here, now on his way home to Germany under a safe conduct obtained from his enemies by the country against which he was plotting war.

Pictures World Dominion.

Germany pictured to Mexico by broad intimation England and the entente allies defeated; Germany and her allies triumphant and in world domination by the instrument of unrestricted warfare.

A copy of Secretary Zimmermann's instructions to Von Eckhardt, sent through Von Bernstorff, is in possession of the United States government.

Duplicity Is Exposed.

The document has been in the hands of the government since President Wil-

Document 8: "German Plot Against U.S. is Revealed," *Washington County News*, 8 March 1917, 1, Newspapers, Micro #455, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 2: A Question of Honor - The Selective Service

1. Background Information for Teachers

Even before America entered the war, President Woodrow Wilson had embarked on a "preparedness program" to marshal the resources of the nation for war if it should come. The program included plans to stimulate industrial production, augment the number of merchant and naval ships, and increase the size of the army. All were underway by the time the United States declared war on April 6, 1917. Efforts in each of these areas would have a strong impact on the state: Birmingham was a leading steel producer, Mobile was an important shipbuilding center, and Alabama would contribute 74,000 draftees to the cause.

While Alabamians united with their fellow Americans behind the war effort, some doubts remained about their country's involvement in a fight primarily between distant European powers. Some were suspicious of the blind patriotism of those who urged American participation, while others had reservations about the legality or necessity of conscription, the first "draft" of Americans to fight since the Civil War. They expressed these concerns to their representatives in Washington, D.C., who themselves had some misgivings about America's entry into the war.

2. Learning Objectives

Upon completion of this lesson, students should be able to:

1. Define conscription.
2. Define jingoes and jingoism.
3. Relate the chronological order of documents to the events of the specified time period.
4. Describe the preparedness program as presented by President Wilson.
5. Describe the importance of a non-voting portion of the population to a democracy.
6. Analyze the importance of economic concerns upon national policy.

7. Synthesize a response to the issue of conscription.

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2. Suggested Activities

1. Make a copy of each of the following documents for each student.

2. Ask the students to arrange the documents in chronological order.

3. The students should discuss the following questions:

   a. Define the term *conscription*.

   b. Using reference material, describe the preparedness program as outlined by Pres. Wilson. What were some of the major concerns of Alabamians concerning the preparedness program as advocated by President Wilson?

   c. Define *jingoes* and *jingoism* as used by Senator Bankhead and by Mrs. C. J. Barnes in her letter to Senator Bankhead.

   d. Why did Senator Bankhead support the increase of naval forces and oppose the increase of army forces? Would the shipbuilding activities of Mobile and the steel production activities of Birmingham have any impact on his decisions? Why or why not? Would the rural composition of Alabama have any impact upon his decisions? Why or why not?

   e. Does Senator Bankhead's stance on conscription change by 1917? Why or why not?

   f. Women got the right to vote in 1920 with the passage of the Nineteenth amendment to the Constitution of the United States. Do you think that the letters from Alabama women were important to Senator Bankhead? Why or why not? Did he have an obligation to answer the concerns of women in Alabama? Why or why not?

   g. What is a *petition*? What is the purpose of a petition? What is the purpose of this petition? What can you determine about the people who have signed the petition of May 10, 1917? What additional information would you wish to have if this petition had been mailed to you?

4. Assign each student one of the following roles. Have the students write a letter to Senator Bankhead which would explain their positions concerning

conscription prior to the declaration of war. Remind students that educational and social backgrounds, as well as age, sex, religious beliefs and economic ability will affect the stance of the role which they are assigned concerning this issue.

a. Farmer, age 21
b. Sharecropper, age 45
c. Wife of cotton merchant, age 32
d. Wife of farmer, age 22
e. Widow of merchant, age 56
f. Widow of farmer, age 42
g. County sheriff, age 39
h. Teacher, age 60
i. Farmer, age 64
j. Carpenter, age 41
k. Blacksmith, age 53
l. Wife of Sharecropper, age 28
m. Mayor of small town, age 64
n. Cotton mill worker, age 19
o. Cotton mill supervisor, age 48
p. Rabbi, age 39
q. Baptist minister, age 52
r. Banker, age 31
s. Doctor, age 69
t. Domestic servant, age 48
u. Prisoner, age 22
v. City policeman, age 37
w. Cook, age 58
x. Rural veterinarian, age 37
y. Male student, age 15
z. Mine worker, age 29

Documents: Conscription Letters to U.S. Senator John H. Bankhead

Document 1: Burgess, J. L., Huntsville, Alabama, to Hon. John H. Bankhead, Washington, D.C., 9 April 1917. John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Al. Attached and at http://www.archives.state.al.us/teacher/ww1/lesson2/doc01f.html

Document 2: Burgess, J. L. , Huntsville, Alabama, to Hon. John H. Bankhead, Washington, D.C., 11 April 1917. John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Al. Attached and at http://www.archives.state.al.us/teacher/ww1/lesson2/doc02f.html

Document 3: Bankhead, Hon. John H. , Washington, D.C., to J. L. Burgess, Huntsville, Alabama, 14 April 1917. John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson2/doc03.html

Document 4: Peete, B. B., D. C. Peete, J. F. Peete, James Owens, and Willie Williams, Madison, Alabama, to Hon. John H. Bankhead, Washington, D.C., 25 January 1916. John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama. Attached & on the web at http://www.archives.state.al.us/teacher/ww1/lesson2/doc04f.html

Document 5: Bankhead, Hon. John H., Washington, D.C., to B. B. Peete, D. C. Peete, J. F. Peete, James Owens, and Willie Williams, Madison, Alabama, 28 January 1916. John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama. Attached & on the web at http://www.archives.state.al.us/teacher/ww1/lesson2/doc05.html

Document 6: Statham, R. A., Lehigh, Alabama, to Hon. John H. Bankhead, Washington, D.C., 10 January 1916. John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson2/doc06f.html

Document 7: Bankhead, Hon. John H., Washington, D.C., to R. A. Statham, Lehigh, Alabama, 14 January 1916. John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson2/doc07p1.html

Document 8: Barnes, Mr. & Mrs. C. J., Birmingham, Alabama, to Hon. John H. Bankhead, Washington, D.C., 3 January 1916. John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson2/doc08f.html

Document 9: Bankhead, Hon. John H., Washington D.C., to Mr. & Mrs. C. J. Barnes, Birmingham, Alabama, 6 January 1916. John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson2/doc09.html

Document 10: Elliott, Mrs. I. W., Talladega, Alabama, to Hon. John H. Bankhead, Washington, D.C., 10 January 1917. John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History,

Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson2/doc10f.html

Document 11: Wallace, Mrs. Neil R. to Hon. John H. Bankhead, Washington, D.C., [1917]. John H. Bankhead Papers, LPR 49, Container 31, Folder 7, Alabama Department of Archives & History, Montgomery, Alabama. Attached & on the web at http://www.archives.state.al.us/teacher/ww1/lesson2/doc11f.html

Document 12: Thompson, Juney, Siluria, Alabama, to Hon. John H. Bankhead, Washington, D.C., 9 May 1917. John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/ww1/lesson2/doc12f.html

Document 13: Bankhead, Hon. John H. , Washington, D.C., to Juney Thompson, Siluria, Alabama, 14 May 1917. John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/ww1/lesson2/doc13.html

Document 14: May, Sheriff John A., Dothan, Alabama, to Hon. John H. Bankhead, Washington, D.C., 23 April 1917. John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson2/doc14.html

Document 15: Bankhead, Hon. John H., Washington, D.C., to Sheriff John A. May, Dothan, Alabama, 27 April 1917. John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson2/doc15.html

Document 16: "Petition Against Sending Our Young Men to War in Europe," 10 May 1917. John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson2/doc16p1.html

Lesson 2: Document 1

Huntsville Ala
Apr. 9-17

Hon John H Bankhead
Dear Senator.-

I see by the Administration bill for Compulsory or Universal Military training that Men Between the ages of 18 & 25 are drawn.

A Young Gentleman 24 years of age has just been over to see me this morning to see if something could not be done to exempt him. He embarked in business about six or eight months ago - the Mercantile trade here in North Alabama &.

He tells me that if forced to leave his business that it will be a great pecuniary loss to him - He says he would not care a particle to go and serve in the Army if he could avoid this loss which represent his earnings for several years.

His argument is that a Young man

Document 1: J. L. Burgess, Huntsville, Alabama, to Hon. John H. Bankhead, Washington, D.C., 9 April 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama, p. 1.

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Lesson 2: Document 1 (p. 2)

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who amount to much has generally or at least many time at least embarked in some business or has gotten married by the time he is 25 Years old, and that after making those investments or assumed the responsibilities of a family it would be harder to require them to abandon them when there are plenty of young men, who have not arrived at that age and in a majority of cases are unmarried and have no business relations.

He convinced me that he was right to drag a man 25 Years of age away from his business and drill him a Year or so, then keep him in the service say a Year or so is appropriating quite a portion of his active Years - after being discharged it would take him some while to take out other business. I think decidedly the best plan is to take the young man

Document 1: **J. L. Burgess, Huntsville, Alabama, to Hon. John H. Bankhead, Washington, D.C., 9 April 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama, p 2.**

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from 18 to 20 or 21 years, before he forms Marriage or business alliances. This young man speaks out some three or four young men in this community whom I know who would be affected in like manner.

I hope you can see your way to make an effort to have the bill amended in the way suggested. Thanking you very much and asking your pardon for so long a letter to express so few ideas I am With much respect

Yours Truly
J. L. Burgess
Huntsville
Ala

Document 1: **J. L. Burgess, Huntsville, Alabama, to Hon. John H. Bankhead, Washington, D.C., 9 April 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama, p. 3.**

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Lesson 2: Document 1 Transcript

Huntsville, Ala
Apr. 9-17

Hon. John H. Bankhead,

Dear Senator-

I see by the administration bill for Com-pulsory or Universal Military training that men between the ages of 18 to 25 are drawn.

A young gentleman 24 years of age has just been over to see me this morning to see if something could not be done to exempt him. He embarked in business about six or eight months -the merchan-tile trade here in North Madison Co.

He tells me that if forced to leave his bus-iness that it will be a great financial loss to him-He says he would not care a particle to go and serve in the army if he could avoid this loss which repre-sents his earnings for several years.

His argument is that a young man

(p. 2)

who amounts to much has generally or at least many times at least embarked in some business or has gotten married by the time he is 25 years old, and that after making those investments or assumed the responsabilities of a family it would be hard to require them to abandon them when there are plenty of young men, who have not arrived at that age and in a majority of cases are unmarried and have no business ventures.

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(p. 3)

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four young men in this com-munity whom I know who would be affected in like manner.

I hope you can see your way to make an effort to have the bill amended in the way suggested Thanking you very much and asking your pardon for so long a letter to express so few ideas I am with much respect

Yours truly
J. L. Burgess
Huntsville
Route 1 Ala

Lesson 2: Document 2

Huntsville Ala
April 11 1917

Hon. John H Bankhead
Dear Senator:-

I mailed you a liter yesterday about the Compulsory Mutitary Service Measure before Congress - known as the Administration measure - I written under a Misapprehention or Misanderstanding of the Nature of the Measure I thought it was a Measure that provided for Conscription in the event the Volunteer System failed In this I find I was mistaken and I find that the bill provides for Conscription independent of Volunteers.

I think this idea would be Violently resented by an Over-Whelming body of our people

Document 2: J. L. Burgess, Huntsville, Alabama, to Hon. John H. Bankhead, Washington, D.C., 11 April 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama, p. 1.

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Lesson 2: Document 2 (p. 2)

I am just a farmer living out on the farm - no politician, but I happened to go to Huntsville yesterday and heard - Numbers and numbers of people here in Madison Co express themselves and I dont recall a single man who favored Conscripting excepting where an insufficient number of Volunteers were not forth coming

Everybody who I heard Express themselves were against Conscription at present and they generally thought enough and even more Volunteers would enlist.

I thought I would write you this for unless I did so you might infer that I was in favor of Conscripting.

Asking your pardon for taking up your time I am Yours truly -

J. L. Burgess

Document 2: J. L. Burgess, Huntsville, Alabama, to Hon. John H. Bankhead, Washington, D.C., 11 April 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama, p. 2.

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Lesson 2: Document 2 Transcript

Huntsville Ala
April 11, 1917

Hon. John H. Bankhead
Dear Senator-

I mailed you a letter yesterday about the Compulsory Military Service measure before Congress-known as the adminis-tration measure. I written under a misapprehention or misunderstan-ding of the nature of the measure I thought it was a measure that provided for conscription in the event the volunteer system failed In this I find I was mistaken and I find that the bill provides for conscription independent of volunteers.

I think this idea would be violently resented by an over-whelming body of our people

(p. 2)

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Everybody who I heard express themselves were against conscrip-tion at present and they generally thought enough and even more volunteers would enlist.

I thought I would write you this for unless I did so you might infer that I was in favor of conscripting.

Asking your pardon for taking up your time I am Yours truly,

J. L. Burgess

Lesson 2: Document 3

14 April 1917. b-e

Mr. J. L. Burgess,
Huntsville, Alabama,

My dear Mr. Burgess:

I am replying to your letters of the 9th and 11th instant. Congress has not yet determined what method will be adopted for raising an army for the present emergency. I have not yet brought myself around to the belief that we should send an army to the trenches in Continental Europe, nor am I convinced that any form of conscription is the proper method to secure an army at this time. Not withstanding your two letters of explanation there is considerable merit in the suggestions contained in your letter of the 9th.

If I can be of service at any time in any way command me.

Sincerely yours,

Document 3: Hon. John H. Bankhead, Washington, D.C., to J. L. Burgess, Huntsville, Alabama, 14 April 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama.

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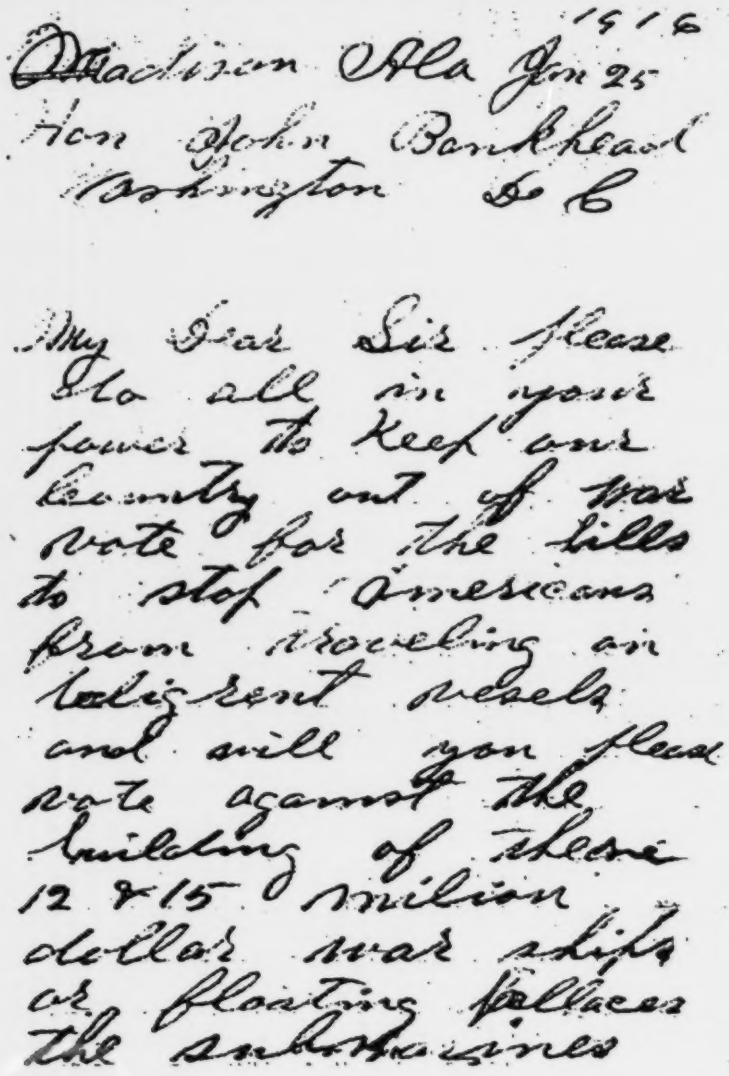
Lesson 2: Document 4



Madison Ala Jan 25 1916
Hon John Bankhead
Washington D C

My Dear Sir Please
do all in your
power to keep our
country out of war
vote for the bills
to stop Americans
from traveling on
belligerent vessels
and will you please
vote against the
building of these
12 & 15 milion
dollar war ships
or floating palaces
the submarines

Document 4: B. B. Peete and others, Madison, Alabama, to Hon. John H. Bankhead, Washington, D.C., 25 January 1916, John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

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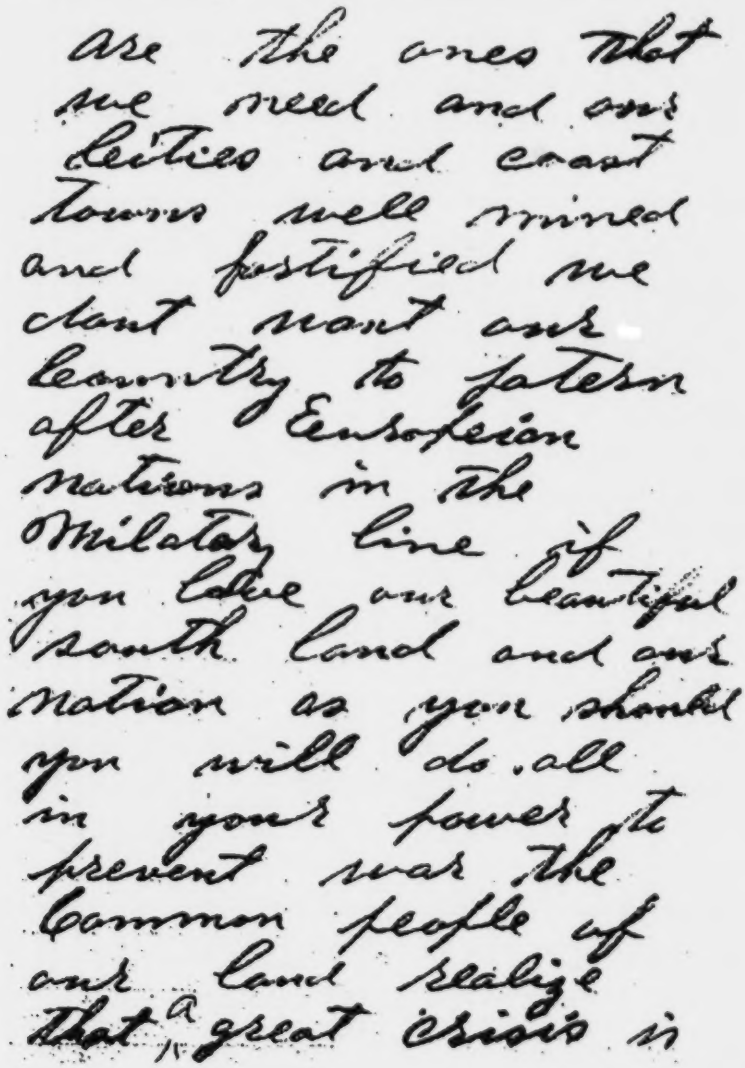
Lesson 2: Document 4 (p. 2)



are the ones that
we need and our
cities and coast
towns well mined
and fortified we
dont want our
country to fatern
after European
nations in the
Milatary line if
you take our beautiful
south land and our
nation as your should
you will do all
in your power to
prevent war the
common people of
our land realize
that a great crisis is

Document 4: B. B. Peete and others, Madison, Alabama, to Hon. John H. Bankhead, Washington, D.C., 25 January 1916, John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

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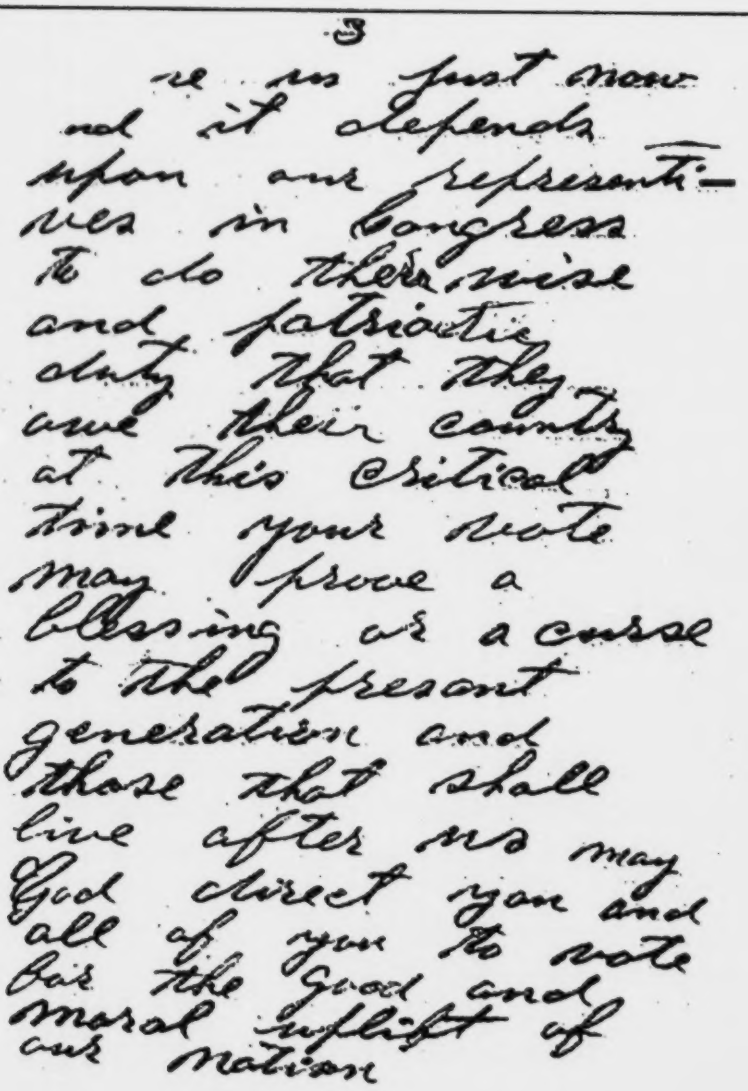
Lesson 2: Document 4 (p. 3)



3

we as just now
and it depends
upon our representa-
tives in Congress
to do likewise
and patriotic
duty that they
owe their country
at this Critical
time your vote
may prove a
blessing or a curse
to the present
generation and
those that shall
live after us may
God direct you and
all of you to vote
for the Good and
moral uplift of
our nation

Document 4: B. B. Peete and others, Madison, Alabama, to Hon. John H. Bankhead, Washington, D.C., 25 January 1916, John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

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Lesson 2: Document 4 (p. 4)

we certainly are deeply
grateful to our
President and represen-
tatives in keeping our
country out of this
horrible war, we cant
help but believe that
our president has been
mislead ~~lead~~ in this
Preparedness Policy you
live in the South
Picture to yourself
the poverty crime
and suffering that
war would bring on
your native land
we would like
for you to vote
for The Rural Credit

Document 4: B. B. Peete and others, Madison, Alabama, to Hon. John H. Bankhead, Washington, D.C., 25 January 1916, John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama, page 4.

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Lesson 2: Document 4 (p. 5)

5

Bill we send a
printed page out of
the Progressive Farmer
we would like for
you to show this
letter to your
colleague and any
member of Congress
you wish to
Wishing you a
happy and prosperous
New year yours
Most Truly
B. B Peete
D. C. Peete
J. F Peete
James Brewer
Willie Williams

Document 4: B. B. Peete and others, Madison, Alabama, to Hon. John H. Bankhead, Washington, D.C., 25 January 1916, John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama, page 5.

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Lesson 2: Document 4 Transcript

Jan. 25, 1916

Hon. John Bankhead Washington, D.C.

My Dear Sir please do all in your power to keep our Country out of war Vote for the bills to stop Americans from traveling on beligerent vesels and will you please vote against the building of there 12 & 15 milion dollar war ships as floating pallaces the submarines
(p. 2)
are the ones that we need and our cities and coast towns well mined and fortified we dont want our Country to patern after European nations in the milatary line if you love our beautiful south land and our nation as you should you will do all in your power to prevent war the Common people of our land realize that a great crisis is
(p. 3)
upon us and it depends upon our representi-ves in Congress to do their wise and patriotic duty that they owe their country at this critical time your vote may prove a blessing or a curse to the present generation and those that shall live after us may God direct you and all of you to vote for the good and moral uplift of our nation
(p. 4)
We certainly are deeply grateful to our President and represen-itives in keeping our Country out of this horrible war we cant help but believe that our President has been mislead in this Preparedness Policy you live in the south Pictur to yourself the poverty crime and suffering that war would bring on your native land we would like for you to vote for the Rural Credit
(p. 5)
Bill we send a printed page out of the Progressive Farmer we would like for you to show this letter to your Coleague and any member of Congress
you wish to Wishing you a happy and prosperous New year yours most truly-

B.B.Peete D.C.Peete
J.F. Peete James Owens
Willie Williams

Lesson 2: Document 5

January 28, 1916. -1.

Mr. B. B. Peete, and others,
Madison, Alabama.

My dear Sirs:

Receipt is acknowledged of your letter of the 25th instant, and its contents have been carefully noted. I can see no reason why we should "get up in the air" and launch and extensive and extravagant military policy at this time. In my opinion, the danger of trouble with any of the great powers of Europe for many years to come is very remote. Your suggestions as to certain increases in our Navy is a good one, and it appears now that sentiment is in favor of making a conservative increase along this line. With the present lights before me, I could not get the consent of my mind to vote for any extravagant military program.

I have for many years been a strong advocate of a rural credits system, but am in favor of a farmers' bill and not a bankers' bill. In my opinon, most of the bills of this character that have been introduced in Congress are favorable to the bankers instead of the farmers. It is hoped, however, that when consideration of a measure of this character is had, that the necessary amendment may be added to eliminate this undesirable feature of the measure.

I thank you for your letter, and shall be glad to hear from you at any time with any suggestion you may care to make, and if I can be of service in future in any way, I shall be glad to do so.

Sincerely yours,

Document 5: Hon. John H. Bankhead, Washington, D.C., to B. B. Peete and others, Madison, Alabama, 28 January 1916, John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 2: Document 6

R. A. STATHAM

Lehigh, Ala. Jan 10th 16

Hon John. H. Bankhead U.S.S
Washington D.C.

My Dear Senator.

I regret very much the strife in the Senate in regards to Causes of the great war in Europe. But you know if it was not for the Great English Navy our farmers would not be getting 5 cents for their Cotton our Mills and factories would be closed and this would mean empty dinner Pails If we desire success (and I know you do) for our Party and our great President Woodrow Wilson we have got to Keep the dinner Pail full. So use your influence to Keep Peace in the family and for Gods sake Keep out of this War. I also desire you to see that we get at least 250 thousand Copies of the report of the Industrial Commission Printed

Document 6: R. A. Statham, Lehigh, to Hon. John H. Bankhead, Washington, D.C., 10 January 1916, John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

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Lesson 2: Document 6 (p. 2)

COLLECTIONS A SPECIALTY — REFERENCES WHEN REQUESTED

R. A. STATHAM
NOTARY PUBLIC AND EX-OFFICIO JUSTICE OF THE PEACE

#2

LEHIGH, ALA.

I believe this will do more toward electing our Grand and great President than any thing we can do. Except keeping out of this bloody War. Take Hon Hoke Smith around the Corner and ask him how much Cotton we would sell if England did not Control the Sea. And who is Putting Gold by the Billions into our Country for Gods sake dont let them Kill our Prosperity in this our election year Hon Tom Heflin and Hoke Smith ought to go fishing for the summer with Kindest Regards and best wishes I am Very Truly Your

R. A. Statham

Document 6: R. A. Statham, Lehigh, Alabama, to Hon. John H. Bankhead, Washington, D.C., 10 January 1916, John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

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Lesson 2: Document 6 Transcript

Jan. 10th 16

Hon. John H. Bankhead U.S.S.
Washington, D.C.

My Dear Senator

I regret very much the strife in the Senate in regards to causes of the great war in Europe. But you know if it was not for the Great English Navy our farmers would not be getting 5 cents for their cotton our mills and factories would be closed and this would mean empty dinner pails If we desire success (and I know you do) for our party and our great President Woodrow Wilson we have got to keep the dinner pail full. So use your influence to keep peace in the family and for God's sake keep out of this war. I also desire you to see that we get at least 250 thousand copies of the report of the Industrial Commissions printed

(p. 2)

I believe this will do more toward electing our Grand and great President than anything we can do. Except keeping out of this bloody War. Take Hon. Hoke Smith around the corner and ask him how much cotton we would sell if England did not control the sea. And who is putting Gold by the Billion into our country for Gods sake dont let them kill our prosperity in this our election year Hon. Tom Heflin and Hoke Smith ought to go fishing for the summer with kindest regards and best wishes I am very truly yours

R. A. Statham

Lesson 2: Document 7

January 14, 1916. jhb-c

Mr. R. A. Statham,
Lehigh, Alabama.

My dear Sir:

Your esteemed letter of January 10th is received, and has been read with great interest. The matters about which you write are indeed serious. It seems that Congress is drifting away from the President's programme of preparedness, upon the idea that such expenditures at this time are unnecessary, especially for an increase in the army. I would not undertake to go over all what will be done in that respect. It is to early to make a prediction as the matter is just now beginning to be discussed seriously.

The unfortunate occurrance in Mexico a few days ago has put the President's "Watchful Waiting" policy on the defensive.

I have always been willing to trust him with our foreign affairs believ[illegible]ving that he is doing the best that could be done. It would be

Document 7: Hon. John H. Bankhead, Washington, D.C., to R. A. Statham, Lehigh, Alabama, 14 January 1916, John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

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Lesson 2: Document 7 (p. 2)

R. E. S. "2"

unfortunate indeed if Congress should undertake to handle this question. We have as many jingoes in Congress as statesmen, and no one can tell what the result will be if Congress gets to legislating on our foreign relations.

I think provision will be made for publication of a large issue of the report of the Industrial Commission.

I have'nt as much confidence in the statesmanship of the Hon. Hoke Smith as I have in the Hon. Woodrow Wilson: Therefore I am inclined to follow the advice of the latter when they come in conflict.

I will always be glad to hear from you with any suggestions you have to make.

Yours very truly,

Document 7: Hon. John H. Bankhead, Washington, D.C., to R. A. Statham, Lehigh, Alabama, 14 January 1916, John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

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Lesson 2: Document 8

Birmingham, Alabama.
Jan. 3rd 1916.

Hon. J. H. Bankhead,
Washington, D.C.

My dear Sir,

As your constituents, we desire to protest against this program of preparedness which the jingoes and newspapers are urging upon Congress, and the system of militarism

Document 8: Mr. & Mrs. C. J. Barnes, Birmingham, Alabama, to Hon. John H. Bankhead, Washington, D.C., 3 January 1916, John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

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Lesson 2: Document 8 (p. 2)

which threatens this country.
The whole business is in opposition to the precepts and practices of this nation, and is most disgustingly undemocratic. As the duly elected representative of a democratic people, we expect you to stand firm and true to the colors to which you are pledged.

Very truly yours
Mr. and Mrs. C. J. Barnes
1318 No. 26th Street

Document 8: Mr. & Mrs. C. J. Barnes, Birmingham, Alabama, to Hon. John H. Bankhead, Washington, D.C., 3 January 1916, John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 2: Document 8 Transcript

Birmingham, Alabama.
Jan. 3rd 1916

Hon. J. H. Bankhead
Washington, D.C.

My Dear Sir,

As your constituents, we de-sire to protest against this pro-gram of preparedness which the jingoes and newspapers are urging upon Congress
(p. 2)
which threatens this country.

The whole business is in op-position to the precepts and practices of this nation, and is most disgustingly undem-ocratic. As the duly elec-ted representative of a democrat-ic people, we expect you to stand firm and true to the colors to which you are pledged.

Very truly yours,
Mr. and Mrs. C. J. Barnes
1318 No. 26th Street

Lesson 2: Document 9

January 6, 1916. JHB-1

Mrs. C. J. Barnes,
1518 26th Street, North,
Birmingham, Alabama.

My dear Mrs. Barnes:

I am in receipt of a letter signed by Mr. Barnes and yourself, and I am doing myself the honor to reply direct to you. I note what you say in your letter of the 3rd instant about the preparedness program. It is a live issue in Washington. Every body is talking it and all the newspapers are discussing it. The Administration is thoroughly committed to it. For myself, I am opposed to any extreme measure. I do not see the necessity for a great army in this country, but would be willing to see the navy reasonably increased, as on that arm of defense we must depend largely in case of trouble. I do not anticipate any trouble with any foreign power for many years to come, if ever, and I shall be very slow to advocate any extreme policy of preparedness.

I thank you for your letter and the suggestions it contains.

Very respectfully,

Document 9: Hon. John H. Bankhead, Washington D.C., to Mr. & Mrs. C. J. Barnes, Birmingham, Alabama, 6 January 1916, John H. Bankhead Papers, LPR 49, Container 30, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 2: Document 10

The Elliott Tours
Talladega, Alabama

Jan. 10, 1917.

Hon. Bankhead,
Washington.

Dear Sir:

Do everything in your power to prevent the conscription of the young men from the farms.

It is as great a battle to provide food for the nation, as to protect the nation.

Sincerely
Mrs. I. W. Elliott.

Document 10: Mrs. I. W. Elliott, Talladega, Alabama, to Hon. John H. Bankhead, Washington, D.C., 10 January 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 2: Document 10 Transcript

Apr. 10, 1917

Hon. Bankhead
Washington

Dear Sir:

Do everything in your power to prevent the conscription of the young men from the farms.

It is as great a battle to provide food for the nation, as to protect the nation.

Sincerely,
Mrs. I. W. Elliot

Lesson 2: Document 11

Hon J. H. Bankhead -
Washington D. C.

Dear Sir -
Being an Alabama woman I want you to know that Alabama women are against conscription. If you represent Alabama ideas in Congress you will vote against conscription. Besides those who insist on conscription show to the world that they know that America's heart is not in this conflict.

Document 11: Mrs. Neil R. Wallace to Hon. John H. Bankhead, Washington, D.C., [1917], John H. Bankhead Papers, LPR 49, Container 31, Folder 7, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

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Lesson 2: Document 11 (p. 2)

Munitions, supplies & money we want to send to the allies but not one Alabama boy to his grave in this war - not one Alabama mother's heart should be broken because of your vote.

very truly

(Mrs.) Neil R. Wallace

Document 11: Mrs. Neil R. Wallace to Hon. John H. Bankhead, Washington, D.C., [1917], John H. Bankhead Papers, LPR 49, Container 31, Folder 7, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 2: Document 11 Transcript

Hon. J. H. Bankhead
Washington D.C.

Dear Sir-
Being an Alabama woman I want you to know that Alabama women are against conscription. If you represent Alabama ideas in Congress you will vote against conscription, Besides those who insist on conscription show to the world that they know that America's heart is not in this conflict. (p. 2)
Munitions, supplies & money we want to send to the allies but not one Alabama boy to his grave in this war-not one Alabama mother's heart should be broken because of your vote.
Very truly
(Mrs.) Neil R. Wallace

Lesson 2: Document 12

Siluria Ala.
May - 9 - 1917.

My dear Senator Bankhead:

rejoind a letter from Louise yesterday, in response to an earnest appeal, as to the proper way - to get a boy - to have employed on the farm, exempt from Army service.

It is almost impossible to get labor and this boy is my mainstay in

Document 12: Juney Thompson, Siluria, Alabama, to Hon. John H. Bankhead, Washington, D.C., 9 May 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

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Lesson 2: Document 12 (p. 2)

my 'cropping plant'.
His name is Arthur
Furr. His grand-father
was a German emi-
grant - and spelled
his name Fuhr. The
later generations have
changed the spelling
of the name. - His
home is in Albemarle,
Stanley - Co. - N. C.
I do not know
that my request
is a just one,

Document 12: Juney Thompson, Siluria, Alabama, to Hon. John H. Bankhead, Washington, D.C., 9 May 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

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Lesson 2: Document 12 (p. 3)

but I do know – all the farmers in Shelby Co. – are much in need of help – to get their crops in – Arthur is a good hard working boy, and if he does go in service he will do his best.

Pigs are doing fine. Head six little black fellows – added to my family a

Document 12: Juney Thompson, Siluria, Alabama, to Hon. John H. Bankhead, Washington, D.C., 9 May 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Lesson 2: Document 12 (p. 4)

few days ago. —
I am most
Sincerely Yours.
Juney Thompson

Document 12: Juney Thompson, Siluria, Alabama, to Hon. John H. Bankhead, Washington, D.C., 9 May 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama, page 4.

BEST COPY AVAILABLE

Lesson 2: Document 12 Transcript

Siluria, Ala.
May 9, 1917

My dear Senator Bankhead:
I recieved a letter from Louise yesterday, in
response to an earnest appeal, as to the proper way-to get a boy- I
have employed on the farm, exempt from Army service. It is almost impos
sible to get labor and this boy is my mainstay in
(p. 2)
my cropping plans. His name is Arthur Furr. His grandfather was a German emi-grant and spelled his name Fuhr. The later generations have
changed the spelling of the name. His home is in Albemarle Stanley Co. N.C.
I do not know that my request is a just one
(p. 3)
but I do know all the farmers in Shelby Co. are much in need of help to get their crops in. Arthur is a good hard working boy and if he does
go in service he will do his best. Pigs are doing fine. Had six little black fellows-added to my family a
(p. 4)
few days ago- I am most
Sincerely Yours-
Juney Thompson

Lesson 2: Document 13

14 May 1917. b-s

Mrs. Juney Thompson,
Siluria, Alabama,

My dear Juney:

Your letter of the 9th received. I have read it carefully. My advice is that you have the young man pursue the even tenor of his way, that he industriously attend to his duties on the farm, and when the time comes to register, under the provisions of the Draft Bill, he present himself to the proper officer and state the facts. It is no the purpose of this Draft Bill to call to the service men whose work is essential in the production of crops. If it appears to the local board that he is essential for the successful prosecution of the work on the farm, under the instructions of the War Department, I have no doubt he will be exempt.

I am very glad to hear from you, and that you are getting along so nicely. We are quite well here but busy. These are great times we have fallen on, and no one can say what the immediate future holds in store for us.

Sincerely yours,

Document 13: Hon. John H. Bankhead, Washington, D.C., to Juney Thompson, Siluria, Alabama, 14 May 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 2: Document 14

JNO. A. MAY
SHERIFF
HOUSTON COUNTY
DOTHAN ALABAMA

A. H. MAY,
Chief Deputy

April 23, 1917.

Hon. John H. Bankhead,
Member of Senate,
Washington, D. C.

Dear Sir:-

I most earnestly request that you stand by President Wilson on his selective conscription plan. There are at least five hundred men in my county of the military age to-day who are not producing anything and are not trying to do anything, and I believe I see in President Wilson's conscription plan the idea of forcing this class of men to do one of the two things, join the colors or go to work and help to produce something for the support of the Government.

I am strongly opposed to the volunteer plan offered by Congressman Dent. If this plan should be adopted and it is left up to the people of this country to volunteer to win this fight, the very best people will join and leave the low grade of white and black people here to keep living while possibly a million of our best young men lose their lives for their protection. For the sake of the good people of our country, stand by President Wilson and force this non-productive element to the front and if they will not fight, they can be used and should be used for breastworks; the country would be better off without them. You may think this is a little harsh, but it is true and it is my honest conviction and I truly hope that you will stand by President Wilson and fill up all ranks of our army by and through conscription.

Thanking you for past favors and assuring you that I am always at your service, I am,

Respectfully yours,

Jno A May
Sheriff.

M/M

Document 14: Sheriff John A. May, Dothan, Alabama, to Hon. John H. Bankhead, Washington, D.C., 23 April 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 2: Document 15

27 April 1917. b-c

Mr. John A. May,
Dothan, Alabama.

My dear May:

I have your letter of the 23rd instant, which I have carefully noted. I thoroughly concur in the views you express because I do not believe in any other manner can we raise an effective army. Conscription lays its hand equally upon all alike.

I shall always be glad to hear from you in reference to any matter in which you are interested.

Yours very truly,

Document 15: Hon. John H. Bankhead, Washington, D.C., to Sheriff John A. May, Dothan, Alabama, 27 April 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 2: Document 16

Thursday, May 10, 1917.

SIGN THIS!

Petition Against Sending Our Young Men to War in Europe

THE Congress of the United States,

The undersigned citizens of the State of _____ respectfully petition your honorable body to take such legal action as may be necessary to prevent the sending to Europe an American army, to take part in the battles now raging.

(1.) We as American citizens believe that our Government should maintain absolute neutrality as to the war already existing between the German allies, upon the one hand, and the French-English allies upon the other;

(2.) We respectfully submit that our Government has no constitutional authority to order troops out of the States to which they belong, except "to execute the laws of the Union, suppress insurrection, and repel invasion;"

(3.) We most respectfully contend that the Federal Government has no constitutional authority to adopt and enforce any law requiring the citizen, *against his will*, to serve in the Army or Navy;

(4.) We contend that such a law would violate the 13th Amendment to the Constitution:

(5.) We further contend that the pending appropriations of money to raise and support armies, are in the teeth of Section 8, clause 11, of the Constitution, which expressly provides that "*no appropriation of money to that use*"—namely, "to raise and support armies"—"*shall be for a longer term than two years*;"

Petitioners therefore, in the exercise of their constitutional rights, respectfully petition Congress to adhere faithfully to the Supreme Law of the Union—

(Paste this heading on sheets of paper: sign in duplicate. Send one copy to your Representative in Congress, and the other to one of your U. S. Senators.)

Document 16: "Petition Against Sending Our Young Men to War in Europe," 10 May 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

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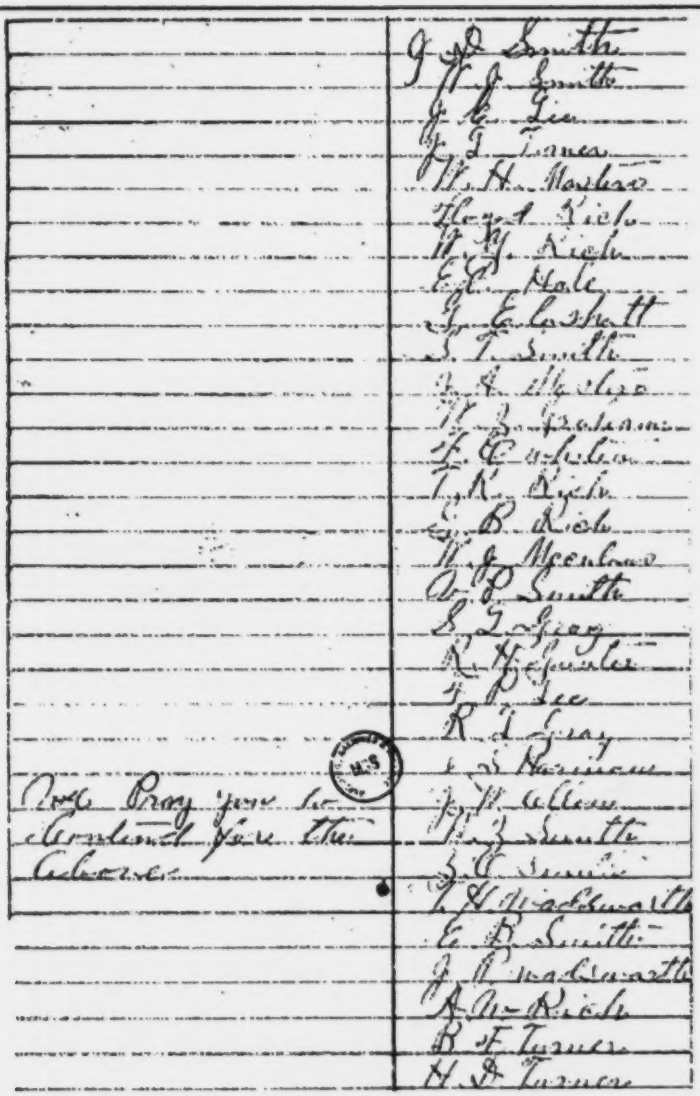
Lesson 2: Document 16 (p. 2)



We Pray you to
Contend for the
Colours

Document 16: "Petition Against Sending Our Young Men to War in Europe," 10 May 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

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Lesson 3: Black Alabamians in World War I

1. Background Information for Teachers

America's justification for entering the war on the side of the Allies "to make the world safe for democracy" had a special resonance to black Americans who had been for so long denied an effective political voice in the United States. Some 400,000 African Americans served in the U.S. Army during the First World War, most of them in all-black units in support positions as laborers, mechanics, and musicians.

The need for the United States to enlist the entire American citizenry into the war effort met special problems in the southern states where the races were historically segregated. Still, its temperate climate made the South the home to numerous training camps for military personnel during World War 1. The prospect of whites and blacks training together offended many Alabamians, as it did other white southerners. Camps in Alabama escaped incidents, but racial conflicts did occur at a number of training sites across the nation.

Special efforts to organize blacks on the home front to contribute to the cause also were undertaken by the federal government in Alabama. Like their white counterparts, black women's groups sewed clothing, canned food, and sold stamps to support the war effort. Black men filled industrial positions in the mines and mills, responding to new economic opportunities and, perhaps, to the unceasing patriotic propaganda to defeat the Kaiser and his Huns.

2. Learning Objectives

Upon completion of this lesson, students should be able to:

1. Describe the racial climate of Alabama.
2. Discuss some of the war-related concerns of black and white Alabamians.
3. Analyze the multiple sides of an issue (problem resolution skills).
4. Synthesize an historic hypothesis to the concerns of race related matters during a state of war.

3. Suggested Activities

1. Make copies of the documents for the students.

2. Use the suggested guidelines for a written document at the end of this unit of information.

3. Ask students to write a letter of response to John W. Inzer from both Senator Bankhead and the Secretary of War. Both historic figures should show concern for the social problems and the economic obligations of the United States.

4. Assign students another letter from Mr. Lloyd Hooper in response to Rev. Rameau's letter or Booker T. Washington's letter.

5. Have the students look at the documents from those soldiers who were killed in action. Ask the students the following questions:

    a. Why is this information important?

    b. Choose one of the soldiers.

        i. What is his race?

        ii. What was his level of education?

        iii. What was his occupation before his service in the war?

        iv. What was his assignment in the military?

        v. Do you think that his race affected his assignment during the war? Why or why not?

        vi. How do you think that this information could have been used? Why do you think that this information was recorded?

    c. What kind of effect did the war have on communities, towns and churches?

    d. Write a news article announcing the death of the soldier you have chosen. Be sure to describe the contributions that he made to his community.

    e. Using a world map, try to locate the place in which the soldier died.

Documents

Document 1: Inzer, John W., Ashville, Alabama, to Hon. John H. Bankhead, Washington, D.C., 6 September 1917. John H. Bankhead Papers, LPR 49, Container 31, Folder 7, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson3/doc01f.html

Document 2: Adjutant General, Washington, D.C., to Hon. John H. Bankhead, Washington, D.C., 11 September 1917. John H. Bankhead Papers, LPR 49, Container 31, Folder 7, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson3/doc02.html

Document 3: Rameau, Rev. P. Colfax, Birmingham, Alabama, to Gov. Charles Henderson, Montgomery, Alabama, 7 August 1917. Alabama Council of Defense (1917-1919), Program Administrative Files, SG 18899, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson3/doc03.html

Document 4: Washington, Booker T., Jr., Tuskeegee Institute, Alabama, to Lloyd M. Hooper, Montgomery, Alabama, 6 June 1918. Alabama Council of Defense (1917-1919), Program Administrative Files, SG 18899, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson3/doc04p1.html

Document 5: "Biographical Sketch of Columbus Burrough." ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson3/doc05p1.html

Document 6: "Biographical Sketch of Willie M. Redd." ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson3/doc06p1.html

Lesson 3: Document 1

Ashville Ala. Sept. 6th 1917.

Hon. John H. Bankhead,

U. S. Senate Chamber.

Washington D. C.

My dear Senator.

In making this appeal allow me to say, no man is more loyal to this Government, or a firmer supporter of the administration of President Wilson, and his advisers, than I am, unless he possesses more capacity for loyalty, than himself. I have every confidence in our Secretary of War, Newton D. Baker, he is a great and good man. But you he does not know. The Spirit of the young white men of the South, neither does he understand the American negro. I now write in the interest of the negro, as well as I do in the interest of the white people; and in the interest of humanity. I have always been a friend to the negro, and this I am sure he will say is true. I have stood for his rights and reprimanded him when it was really perilous to do so, I have the negro in my home, and can't will do without him.

Now I Allow me to say as a fact, no more belief about it; if the negro & white men, are placed in the same camp for Soldier training, there will be blood shed and much of it too. no man can prevent it. This could be avoided by all

Document 1: John W. Inzer, Ashville, Alabama, to Hon. John H. Bankhead, Washington, D.C., 6 September 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 7, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 3: Document 1 (p. 2)

2

If Secretary Baker thinks he can have both races trained in the same camp, he will find out his mistake, when it is too late. The camps should not be located in the same community. There are plenty of places to locate camps.

I most respectfully beseech you to see Sec. Baker and implore him to change his mind in regard to this matter. I hesitate in writing you this letter, but, feel that the matter is of such vital importance that I must write, as I have written. If I have said more than I should have said I implore your pardon.

In your long stay in Congress you have done many great things for the people you represent, and the Country which you live; but if you can induce the Hon Sec Secretary, to change his mind in regard to this matter, you will surely have done more for the Government, and Alabama, than all other acts combined.

With kind regards and great respect I am, Yours very truly,

John W. Inzer.

Loyal citizen.

Document 1: John W. Inzer, Ashville, Alabama, to Hon. John H. Bankhead, Washington, D.C., 6 September 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 7, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

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Lesson 3: Document 1 Transcript

Ashville, Ala. Sept 6th 1917
Hon. John H. Bankhead
U.S. Senate Chambers
Washington D.C.

My dear Senator:

In making this appeal, allow me to say, no man is more loyal to his government, or a firmer supporter of the administration of President Wilson, and his _____ than I am, unless he possess more capacity for loyalty, than myself. I have every confidence in our secretary of War, and sure he is a great and good man. But fear he does not know the spirit of the young white men of the South; neither does he understand the American negro. I now write in the interest of the negro, as well as I do in the interest of the white people; and in the interest of humanity. Have always been a friend to the negro, and this I am sure he will say is true. Have stood for his rights and represented him when it was really perilous to do, I have the negro in my home, and cant will so without him.

Allow me to say as a fact, no mere belief about it; if the negroes & white men, are placed in the same camp for soldier training, there will be blood shed and much of it and no man can prevent it. This would be deplored by all. (p. 2)

If Secretary Baker thinks he can have both groups trained in the same camp, he will find out his mistake, when it is too late. The camps should not be located in the same community. There are plenty of places to locate camps.

I must respectfully beseech you to see Sect. Baker and implore him to change his mind in regard to this matter. I hesitate in writing you this letter, but, feel that the matter is of such vital importance that I must write, as I have written. If I have said more than I should have said I implore your pardon,

In your long stay in Congress you have done many great things for the people you represent, and the Government which you live; but if you can induce that War Secretary to change his mind, in regard to this matter, you

will surely have done more for this Government, and Alabama, than all others combined.

With kind regards and great respect, I am,

Yours very truly,
John W. Inzer
Private Citizen

Lesson 3: Document 2

In future correspondence on this subject, refer to 354.102 (Misc.Div.)

WAR DEPARTMENT,
THE ADJUTANT GENERAL'S OFFICE,
WASHINGTON.

September 11, 1917.

Honorable John H. Bankhead,
United States Senate.

My dear Senator:

The Secretary of War desires me to acknowledge receipt of your letter of September 10, 1917, inclosing a letter from Honorable John W. Inzer, of Ashville, Alabama, relative to training white and negro soldiers in the same camps in the Southern States, and in response thereto to inform you that a copy of Mr. Inzer's letter has been retained in this office and will receive very careful consideration.

As requested by you Mr. Inzer's letter is returned herewith.

Sincerely yours,

1-Incl.

The Adjutant General.

Document 2: Adjutant General, Washington, D.C., to Hon. John H. Bankhead, Washington, D.C., 11 September 1917, John H. Bankhead Papers, LPR 49, Container 31, Folder 7, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 3: Document 3

Southern Federation of Afro-American Industrial Brotherhood

Southern Afro-American Sociological Congress—Headquarters—No. 219½ N. 18th Street, Phone Main No. 7697

The Workman's Chronicle, Official Organ, Rev. P. Colfax Rameau, Ph. D., Editor-In-Chief

REV. P. COLFAX RAMEAU, Ph. D., Grand President — REV R. A. STANKS, Grand Vice President — C. H. RAMSEY, Grand Treasurer

PROF. A. ROBINSON, Grand Secretary — REV. L. M. JOHNSON, Chairman Trustee Board — ED. WOOD, Chairman Board of Organizers

L. W. LUCAS, Chairman Finance Board

Birmingham, Alabama
August 7th, 1918.

Governor Chas. Henderson.
Montgomery. Alabama.

Your Excellency Governor of Alabama:-

Noting that a meeting to perfect a Negro War Council of Defense has been called by your Honor to meet at the Capital August 15th, I want to state for your intelligence that I have been organizing local War Councils among the members of my race throughout the district for the conserving man-power in the mines for quite a while, and also doing the social work throughout the mineral district for more than ten years, and if I can be of any service to your Excellency in this movement pray command me.

Yours for God & Country

P. Colfax Rameau

Document 3: Rev. P. Colfax Rameau, Birmingham, Alabama, to Gov. Charles Henderson, Montgomery, Alabama, 7 August 1917, Alabama Council of Defense (1917-1919), Program Administrative Files, SG 18899, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 3: Document 4

ROSENWALD SCHOOL BUILDING FUND
BOOKER T. WASHINGTON JR. FIELD AGENT

TUSKEGEE INSTITUTE ALA. June 6th, 1918.

Mr. Lloyd M. Hooper,
Charimen State Council Defense,
Capitol Building, Montgomery, Alabama.

My dear Sir:

I want to tell you how much I appreciate meeting you at your office on June 5th, and our conversation.

Referring to our conversation concerning capable and patriotic colored men and women whom you could call on for war work, I am submitting the attached list of names of persons to you.

Please call on me when I can be of any assistance to you.

Yours very truly,

Booker T. Washington Jr.

ENCLOSURE.

Document 4: Booker T. Washington, Jr., Tuskeegee Institute, Alabama, to Lloyd M. Hooper, Montgomery, Alabama, 6 June 1918, Alabama Council of Defense (1917-1919), Program Administrative Files, SG 18899, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

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Lesson 3: Document 4 (p. 2)

MEN.

Prof. E. B. Hudson, Principal Clark School, Selma, Alabama.

Rev. A. P. Owens, Dean Theological Department, Selma University, Selma, Ala.

Prof. W. H. Holloway, Prof. Sociology and Economics, Talladega College.

Prof. J. A. Lawrence, Prin. Booker Washington School, Montgomery, Ala.

President Walter Cochran, A. and M. College, Normal, Alabama.

Prof. W. R. Wingfield, Prin. Lomax-Hannon Industrial School, Greenville, Ala.

Prof. Archer, Prin. Annemanie Industrial School, Annemanie, Wilcox Co., Ala.

Prof. W. A. Caldwell, Prin. Colored High School, Mobile, Alabama.

Prof. A. W. Mitchell, Prin. Armstrong Industrial School, West Butler, Alabama.
Choctaw County.

Prof. George White, Prin. Of Burrell Normal , Florence, Alabama-Lauderdale Co.

Prof. Matthews, Prin. Colored School, Tuscumbia, Colbert County, Ala.

Prof. A. H. Parker, Prin. Industrial High School, Birmingham, Ala.

Prof. W. C. Davis, Prin. of Thomas School, Birmingham, Ala.

Prof. George Scott, Prin. Pratt City Colored School. Pratt City, Alabama.

Prof. W. H. Woods, Prin. Ensley Colored Schools, Ensley, Alabama.

Prof. George W. Trenholm, State Conductor of Institutes, Tatum St., Montgomery.

WOMEN

Miss Cornelia Bowen, Prin. Mt. Meigs Colored School, Mt. Meigs, Ala.

Miss Ida Abercrombie, Field Illiteracy Agent, Cor. High and Bainbridge Sts.,
Montgomery, Alabama.

Mrs. Nannie Butler, Jeans Fund Supervisor, Cor. Hutchinson and Jackson Sts.
Montgomery, Alabama

Mrs. H. E. Archer, Payne University, Selma, Alabama.

Mrs. Hookabee, c/o Dr. Hookabee, Birmingham, Alabama.

Document 4: Booker T. Washington, Jr., Tuskeegee Institute, Alabama, to Lloyd M. Hooper, Montgomery, Alabama, 6 June 1918, Alabama Council of Defense (1917-1919), Program Administrative Files, SG 18899, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 3: Document 5

ALABAMA IN EUROPEAN WAR

Name: Burrough, Columbus P.O. Greensboro, Hale Co.

Next of Kin: Luddie Burrough, R.F.D.1, box 63, Greensboro.

Rank and Command: Private.

Service Record: Died of disease, overseas. Casualty list, section 1, December 5, 1918.

Grave 55, Amer. Plot Sec. M.Row 4,
Everton Cty,Liverpool (Lancs) England.
D.D. 10/27/18.

Authority: From OFFICIAL U.S. BULLETIN, Washington, D.C., December 5, 1918.

Alabama State Department of Archives and History

(Form EW 1)

Document 5: "Biographical Sketch of Columbus Burrough," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

Lesson 3: Document 5 (p. 2)

Document 5: "Biographical Sketch of Columbus Burrough," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 3: Document 5 (p. 3)

Form 1

BIOGRAPHICAL MEMORANDA

IN REFERENCE TO

Columbus Burrough.

☞ Great care should be exercised in filling the blanks which follow. Data should be full and accurate. The facts given will form the basis for sketches, and if wanting in detail or if carelessly prepared, the sketches will be correspondingly deficient. The facts called for have reference to the subject of the sketch. Collect all data and examine blank carefully before attempting to fill. Attach sheets of this size for additional data.

1. Full name (*do not use initials*): Columbus Burrough.
2. Present P. O. (give last address, with date of death if dead): Liverpool Eng.
3. Exact date and place of birth: on Aug 10 1891 at Greensboro
in the county of Hale State of Ala.
4. Full name of the subject's father: Caleb Burrough. born at
Tuscaloosa in the county of Tuscaloosa State of Ala.
He lived at Greensboro Ala.

Give also any particulars concerning him, as official position, war services, etc., books written by, etc.

He was a farmer from his youth up and all so he was a Black Smith and did all his mechanical work He was the son of Presiding Elder Burrough. (Full name) and his wife Ellan Burrough (Full name)
who lived at Greensboro

WRITE ON THIS MARGIN

Document 5: "Biographical Sketch of Columbus Burrough," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Lesson 3: Document 5 (p. 4)

DO NOT

5. Maiden name in full of the subject's mother: Ellar Harris She was the daughter of Titus Harris (Full name) and his wife Nancy Harris (Full name) who lived at Tuscaloosa Ala.

6. Remarks on Ancestry. Give here any and all facts possible in reference to your parents, grandparents, great-grandparents, etc., not included in the foregoing, as where they lived, offices held, Revolutionary or other war service; what country the family came from to America, where first settled, county and State; *always* giving *full* names (if possible) and *never* referring to an ancestor simply as such without giving the name. It is desirable to include every fact possible, and to that end the full and exact record from old Bibles should be appended on separate sheets of this size, thus preserving the facts from loss:

His farther Caleb Burrough was a farmer and owned his farm, and he was first a Slave. His master Name was Kirt Rhodes from which Caleb was his Hack Driver. They Settled in Tuscaloosa Country where he work as a Slave, until I

Document 5: "Biographical Sketch of Columbus Burrough," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 4.

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Lesson 3: Document 5 (p. 5)

the surrender. after that he moves Down in Greensboro Hale County with his father William Burrough. He married Ellar Harris. Her Mother Nancy Harris. Came from N.C. with Harrelson family and settle in Tuscaloosa County.

7. Early education—where obtained, incidents, names of teachers: He obtained a very Good Education from the County School he was a very bright Student in his Class his Teacher Mary F Creacy.

8. College education—where attended, and year of graduation, with college honors and degrees:

: ON THIS MARGIN

Document 5: "Biographical Sketch of Columbus Burrough," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 5.

COPY AVAILABLE

Lesson 3: Document 5 (p. 6)

DO NOT WRITE

9. Professional education, if any—where obtained, date of graduation, with degrees: _____

10. Profession or occupation—*date* entered upon, where practiced, and incidents of: A former Columbus Burrough was a former. and Gen the Sister Superintendes of the Sabbatha S.S. from which he Served until he was Call to Serve his Country in the world S: war.

11. Every civil office held—city, county, State or national, with *exact* dates as far as possible. If ever a member of the Legislature, give date of session: _____

12. Miscellaneous: Reform movements, influence on affairs, etc: _____

Document 5: "Biographical Sketch of Columbus Burrough," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 6.

COPY AVAILABLE

Lesson 3: Document 5 (p. 7)

13. Political party—official position, committee work in, etc.: ——;——

14. Church connection—with official position, if any: he was Connected to the A.M.E.J. Church he was a Trustee and a Great worker. and he believed in the right thing. and always Paid his Salary he served as a [illegible]

15. If a member of the Masons, Odd Fellows, or *other* secret order, give names, with official position, if any:

—X—

I THIS MARGIN

Document 5: "Biographical Sketch of Columbus Burrough," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 7.

BEST COPY AVAILABLE

Lesson 3: Document 5 (p. 8)

Greensboro Ala.
Route 1 Box 62
Oct 26 1921
Columbus Burrough was Call in August 1918. and left on the 2 Day of Sept 1918 for Camp function. from which he Stayed there a while he never had any military training at all before he left for Service but he was very apt and easy to learn. he went from a Private to a Corpllions he would have made a Prav

Document 5: "Biographical Sketch of Columbus Burrough," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 8.

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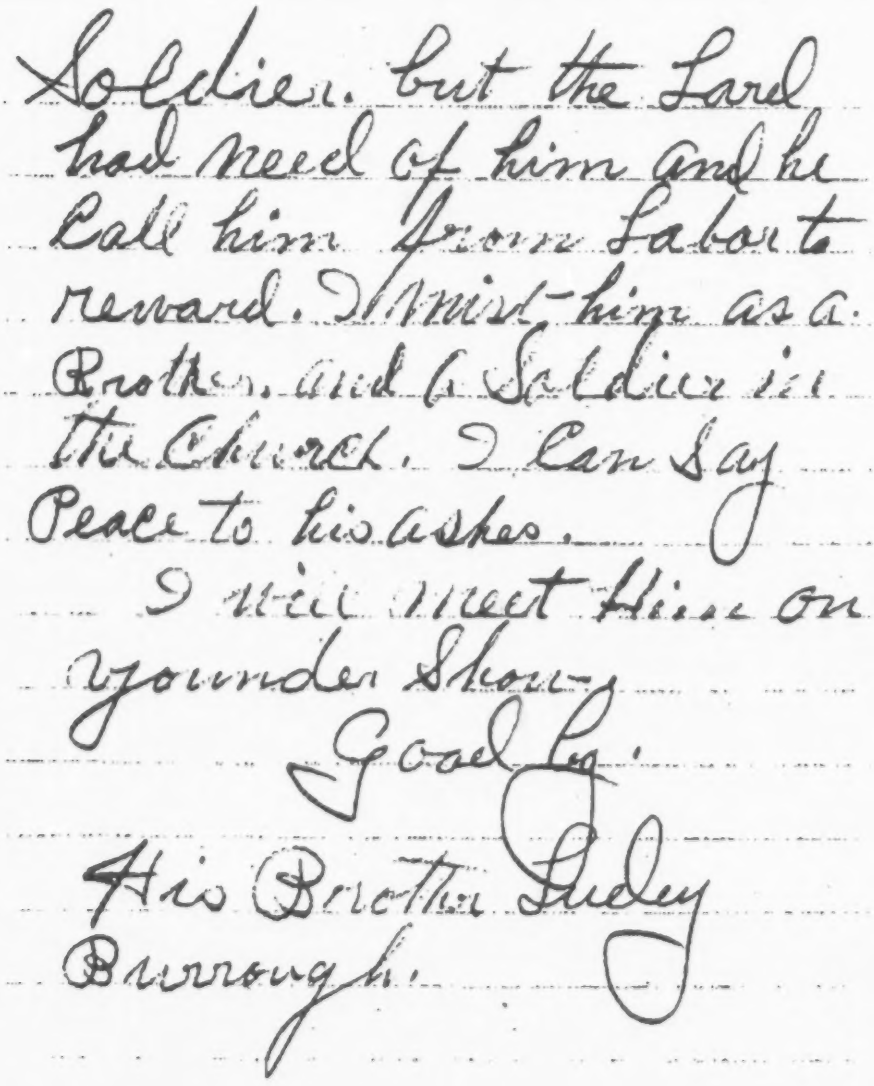
Lesson 3: Document 5 (p. 9)


Soldier. but the Lord
had need of him and he
Call him from Labor to
reward. I Mist him as a
Brother. and a Soldier in
the Church. I Can Say
Peace to his ashes.
I will meet Him on
yonder Shore
Good by.
His Brother Sudey
Burrough.

Document 5: "Biographical Sketch of Columbus Burrough," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 9.

BEST COPY AVAILABLE

Lesson 3: Document 6

ALABAMA IN EUROPEAN WAR

Name: Redd, Willie M. P.O. Montgomery, Montgomery Co.

Next of Kin: Mrs. Mary Thomas, 313 S. Jackson St., Montgomery

Rank and Command: Bugler.

Service Record: Killed in action. Casualty list, section 2, October 23, 1918.

Grave # 23,
French Mil. Lesseux(Vosges)
D.D. 9/18/18.

Authority: From OFFICIAL U. S. BULLETIN, Washington, D. C., October 23, 1918.

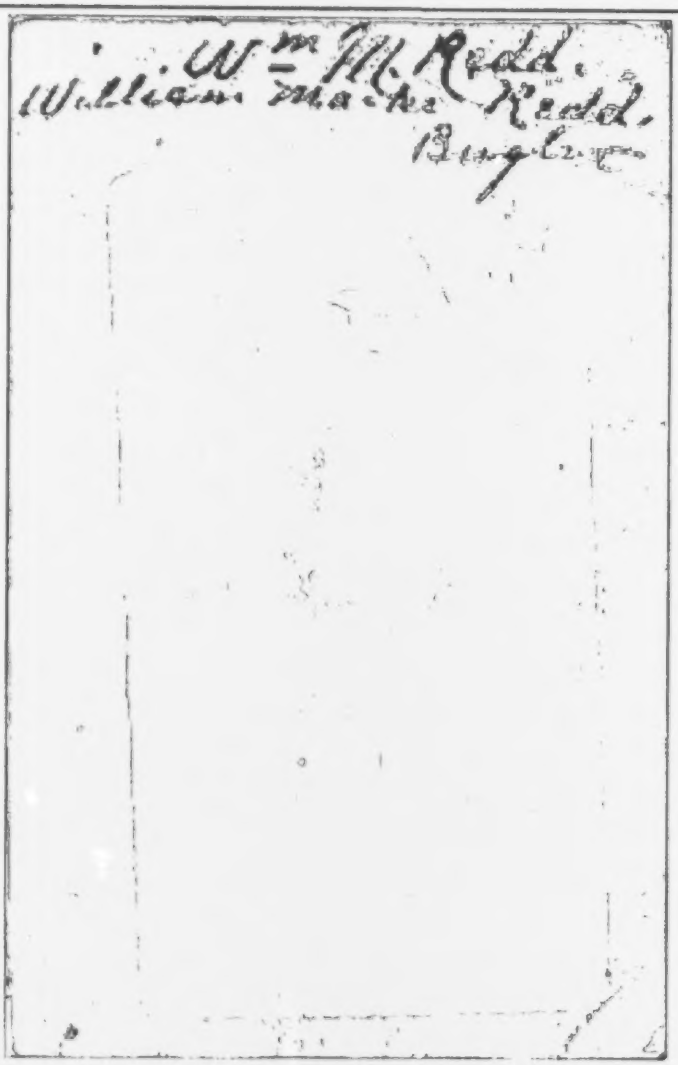
Alabama State Department of Archives and History

(Form EW 1)

Document 6: "Biographical Sketch of Willie M. Redd," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

COPY AVAILABLE

Lesson 3: Document 6 (p. 2)



Document 6: "Biographical Sketch of Willie M. Redd," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

COPY AVAILABLE

Lesson 3: Document 6 (p. 3)

BIOGRAPHICAL MEMORANDA

IN REFERENCE TO

☞ Great care should be exercised in filling the blanks which follow. Data should be full and accurate. The facts given will form the basis for sketches, and if wanting in detail or if carelessly prepared, the sketches will be correspondingly deficient. The facts called for have reference to the subject of the sketch. Collect all data and examine blank carefully before attempting to fill. Attach sheets of this size for additional data.

1. Full name (*do not use initials*): Willie Marks Redd.

2. Present P. O. (give last address, with date of death if dead): Montgomery Ala. killed in action September 18th 1918.

3. Exact date and place of birth: on November 16th at 313. South Jackson st

in the county of Montgomery State of Alabama

4. Full name of the subject's father: A. Redd born at

in the county of State of

He lived at

Give also any particulars concerning him, as official position, war services, etc., books written by, etc.

He was the son of

Mary A Thomas ~~and his wife~~

Full name Full name

who lived at 313. S Jackson st

5. Maiden name in full of the subject's mother: Mary Abercrombie Thomas She was

the daughter of Marion Abercrombie and his wife Josephine Abercrombie

Full name Full name

who lived at Montgomery Ala 313. S. Jackson st.

DO NOT WRITE ON THIS MARGIN

Document 6: "Biographical Sketch of Willie M. Redd," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Lesson 3: Document 6 (p. 4)

6. **Remarks on Ancestry.** Give here any and all facts possible in reference to your parents, grandparents, great-grandparents, etc., not included in the foregoing, as where they lived, offices held, Revolutionary or other war service; what country the family came from to America, where first settled, county and State; *always* giving *full* names (if possible) and *never* referring to an ancestor simply as such without giving the name. It is desirable to include every fact possible, and to that end the full and exact record from old Bibles should be appended on separate sheets of this size, thus preserving the facts from loss:

Mother
Mary Abercrombie Thomas Member of St Johns A. M. E. Church Teacher for five years in public School's of Ala. later assistant in Dental Office 9 years

Document 6: "Biographical Sketch of Willie M. Redd," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 4.

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Lesson 3: Document 6 (p. 5)

Willie Marks Redd went to State Normal School. Miss Yurd & Mr Patterson was his teacher he went as far as 12th grade. Then I his mother sent him to Tallahassee Fla to Professor Young.

7. Early education—where obtained, incidents, names of teachers:

8. College education—where attended, and year of graduation, with college honors and degrees:

9. Professional education, if any—where obtained, date of graduation, with degrees:

NOT WRITE ON THIS MARGIN

Document 6: "Biographical Sketch of Willie M. Redd," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 5.

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Lesson 3: Document 6 (p. 6)

DO

10. Profession or occupation—*date* entered upon, where practiced, and incidents of: _____

He was a Musician

11. Every civil office held—city, county, State or national, with *exact* dates as far as possible. If ever a member of the Legislature, give date of session: _____

Document 6: "Biographical Sketch of Willie M. Redd," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 6.

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Lesson 3: Document 6 (p. 7)

13. Political party—official position, committee work in, etc.: _____;

14. Church connection—with official position, if any: member of St John A.M.E. Church

Document 6: "Biographical Sketch of Willie M. Redd," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 7.

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Lesson 3: Document 6 (p. 8)

Montgomery Ala.
Nov. 16. 1921.

Willie Marks Redd was manly & brave never complained once; he entered with first Soldiers going to Des. Moines Iowa left Camp Dodge in May went to Camp Upton left Camp upton June 17th 1918 going to France He Cooked in Camp at Demun also Camp Upton After—

Document 6: "Biographical Sketch of Willie M. Redd," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 8.

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Lesson 3: Document 6 (p. 9)

2 going across. he was late Bugler. then was killed in action on the 18th day of September 1918. in Argonne forrest.

His Mother

Mary A. Thomas.

Document 6: "Biographical Sketch of Willie M. Redd," ADAH Public Information Service File - Alabamians at War, SG 17107, Folder 21, Alabama Department of Archives & History, Montgomery, Alabama, page 9.

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Lesson 4: The Home Front - "Food Will Win The War"

1. Background Information for Teachers

When America went to war in 1917, the United States government attempted to mobilize all aspects of society in support of the effort. Patriotic propaganda on the home front combined with economic controls over essential resources to bring government into the lives of citizens to an unprecedented extent. Conservation, along with increased production of foodstuffs, was urged upon Americans, including Alabamians, as the surest means of defeating the enemies of democracy. Food prices were set and home "Victory Gardens" were encouraged by the government intent on supplying Allied troops even as manpower was siphoned off the farms to fill the ranks of the military and industry. Women and children of both races were exhorted to enlist to do battle for the cause on the home front.

2. Learning Objectives

Upon completion of this lesson, students should be able to:

1. Define and identify propaganda.
2. Analyze the multiple sides of an issue (problem resolution skills).
3. Discuss the racial environment of Alabama during World War I.
4. Create a poster reflecting the concerns of the time period.

3. Suggested Activities

1. Make copies of the documents for the students.
2. Use the suggested guidelines for analyzing a written document and a photograph at the end of this unit of information.
3. Define the term **propaganda**. Ask the students to identify forms of propaganda in the posters and newspaper advertisements.

4. Select several students to describe and discuss individual documents.

5. Have all students answer the following questions after having discussed each of the documents.

    a. Why do you believe there were such differences of opinion concerning the Food Administration Bill?

    b. Why is the Official Garden Calendar compiled by Home and School Garden Association of Birmingham of importance? Why would the white and black participants be separated?

    c. Why was it important for everyone to conserve food and to plant home gardens?

    d. How was this idea of home production of food beneficial to the entire war effort? Could this be considered "propaganda?"

    e. What kinds of skills could be learned by young Americans by keeping the records of a home garden?

For younger students:

1. Create a poster to encourage people to:

    a. Plant a "victory" garden

    b. Can or preserve food to support the war effort

2. Draw a plan of your "victory" garden. What kinds of vegetables would you choose to plant? How large would your garden be? How many rows of each type of vegetable would you plant?

Documents

Document 1: Bell, S. J., J. A. Jones, R. C. Smith, C. V. Ingram, Jr., W. E. Davis, John Banks, J. C. Thompson, H. A. Bedell, C. C. Torbert, J. T. Hamilton, W. R. Williams, and C. R. Hodge, Opelika, Alabama, to Hon. John H. Bankhead, Washington, D.C., 3 July 1917. John H. Bankhead Papers, LPR 49, Container 30, Folder 3, Alabama. Department of Archives & History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/ww1/lesson4/doc01.html

Document 2: Lee, Robert, Birmingham, Alabama, to Hon. John H. Bankhead, Washington, D.C., 1 July 1917. John H. Bankhead Papers, LPR 49, Container 30,

Folder 3, Alabama. Department of Archives & History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/ww1/lesson4/doc02.html

Document 3: Birmingham Printing Pressmen's Union, Birmingham, Alabama, to Hon. John H. Bankhead, Washington, D.C., 16 July 1917. John H. Bankhead Papers, LPR 49, Container 30, Folder 3, Alabama. Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson4/doc03.html

Document 4: "To All Thinking People." *The Montgomery Advertiser,* 5 April 1917, 1. Micro #284, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson4/doc04.html

Document 5: *Sugar Means Ships.* n.d. World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson4/doc05.html

Document 6: *Our Flags.* n.d. World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson4/doc06.html

Document 7: City of Birmingham. Home and School Garden Association. *Official Garden Calendar.* [Birmingham]: City of Birmingham, Home and School Garden Association, [1916]. John H. Bankhead Papers, LPR 49, Conatiner 30, Folder 1, Alabama Dept. of Archives & History, Montgomery, Al. Attached & on the web at ttp://www.archives.state.al.us/teacher/ww1/lesson4/doc07p1.html

Document 8: "Americans Asked to Limit Use of Sugar." *Washington County News,* 29 August 1918, 3. Micro #455, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web http://www.archives.state.al.us/teacher/ww1/lesson4/doc08p1.html

Document 9: Department of the Interior. Bureau of Education. *Daily Record Book of Boys' and Girls' Home Gardens.* [Washington, D.C.]: Department of the Interior, Bureau of Education, [1917]. Alabama Council of Defense (1917-1919), Program Administrative Files, SG 18904, Folder 26, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson4/doc09p1.html

Lesson 4: Document 1

CLASS OF SERVICE	SYMBOL
Day Message	
Day Letter	Dlt
Night Message	Nite
Night Letter	N L

If none of these three symbols appears after the check (number of words) this is a day message. Otherwise the character is indicated by the symbol appearing after the check.

WESTERN UNION TELEGRAM

NEWCOMB CARLTON, PRESIDENT

CLASS OF SERVICE	SYMBOL
Day Message	
Day Letter	Dlt
Night Message	Nite
Night Letter	N L

If none of these three symbols appears after the check (number of words) this is a day message. Otherwise the character is indicated by the symbol appearing after the check.

RECEIVED AT WYATT BUILDING, COR. 14th AND F STS., WASHINGTON, D. C.

1917 JUL 3 PM 7 56

A494AN 84-33 EXTRA N L

OPELIKA ALABAMA 3

HONORABLE JOHN BANKHEAD

2825 CARE UNITED STATES SENATE WASHINGTON D C

WE URGE YOU TO USE ALL THE FORCES AT YOUR COMMAND TO DEFEAT SENATE AMENDMENT INCLUDING COTTON IN FOOD CONTROL BILL REMEMBER THE PRICES OF 1914 FROM THE EFFECT OF WHICH WE ARE JUST RECOVERING WE TRUST YOU WILL COME TO OUR RELIEF IN THIS HOUR OF DISTRESS

S J BELL

J A JONES R C SMITH C V INGRAM JR W E DAVIS JOHN BANKS

J C THOMPSON H A HEDELL C C TORBERT J T HAMILTON W R WILLIAMS

C N HODGE.

Document 1: S. J. Bell and others, Opelika, Alabama, to Hon. John H. Bankhead, Washington, D.C., 1 July 1917, John H. Bankhead Papers, LPR 49, Container 30, Folder 3, Alabama. Department of Archives & History, Montgomery, Alabama.

BEST COPY AVAILABLE

Lesson 4: Document 2

WESTERN UNION TELEGRAM

NEWCOMB CARLTON, PRESIDENT

RECEIVED AT WYATT BUILDING, COR. 14th AND F STS., WASHINGTON, D C.

1917 JUL 1 PM 9 35

A282AN 48 NL

BIRMINGHAM ALA 1

HON J H BANKHEAD 1929

U S SENATE WASHINGTON DC

FOR LIBERTYS SAKE DONT VOTE GOVERNMENT FOOD CONTROL I HAD RAHTER PAY THIRTY DOLLARS PER BARREL FOR FREE DEMOCRATIC DO AS YOU PLEASE FLOUR THAN THREE DOGIARS PER BARREL FOR GGVERNMENT CONTROLLED FLOUR GGVERNMENT CONTROL WILL NOT CREATE MORE FOOD BUT RATHER LESS AND WILL LIKELY DEMORALIZE EVERYTHING

ROBERT LEE.

Document 2: Robert Lee, Birmingham, Alabama, to Hon. John H. Bankhead, Washington, D.C., 3 July 1917, John H. Bankhead Papers, LPR 49, Container 30, Folder 3, Alabama. Department of Archives & History, Montgomery, Alabama.

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Lesson 4: Document 3

POSTAL TELEGRAPH-CABLE COMPANY

NIGHT LETTERGRAM

THE POSTAL TELEGRAPH-CABLE COMPANY (INCORPORATED) TRANSMITS AND DELIVERS THIS NIGHT LETTERGRAM SUBJECT TO THE TERMS AND CONDITIONS PRINTED ON THE BACK OF THIS BLANK.

CLARENCE H. MACKAY, PRESIDENT.

RECEIVED AT

DELIVERY NO.

INDEPENDENT COMPETITIVE PROGRESSIVE

631bmf a36nl 11p. 4 ex.

Birmingham ala. jul 16 17.

Hon J H Bankhead.

Washn, dc.

We urge you as our representative to use your influence in trying to get the food administration bill enacted at once and in such form as meets the approval of the president.

Birmingham Printing Pressmens Union.

No 121. French S Heady(?)s. Secy

Document 3: Birmingham Printing Pressmen's Union, Birmingham, Alabama, to Hon. John H. Bankhead, Washington, D.C., 16 July 1917, John H. Bankhead Papers, LPR 49, Container 30, Folder 3, Alabama. Department of Archives & History, Montgomery, Alabama.

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Lesson 4: Document 4

To the Mayors of Alabama Towns:—
To the Chamber of Commerce:—
To the Newspapers of the State:—
To the Women of Alabama:—
To All Thinking People:—

Alabama—as well as the entire South—is confronted today by the most serious food situation since the Civil War. Flour, meats, vegetables, are already beyond the means of many people and they will go beyond the means of many more.

Something must be done—and done at once. No amount of loans, credits or money made can solve the situation. WE MUST RAISE MORE FOODSTUFFS. Get the people together in your community AT ONCE—NOW. Help the farmers to get seed to increase the corn acreage, planting velvet beans with corn and peanuts between the corn rows. Help your farmers get all the livestock they can—particularly hogs.

Good women, hold a mass meeting in every community. You can do a vast deal. You have no idea what you can do until you get together and make an effort. Often you can do more—and will do more—than the men. Start a big movement for HOME GARDENS on the farm and in town. See that all vacant lots in the towns are producing something to eat. See that the boys and girls get seed for gardens. Make your community produce what it eats.

The Advertiser, realizing to an extent how serious this situation is and how much more serious it will become unless we act AT ONCE, urges you for your own sake, for the sake of your community, and for the sake of Alabama to put forth your utmost effort—concerted and systematic—to increase the food supply of our people.

Document 4: "To All Thinking People," *The Montgomery Advertiser*, 5 April 1917, 1, Micro #284, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 4: Document 5

WAR
Sugar means Ships
The Consumption of Sugar Sweetened Drinks Must be Reduced.
For your beverages 400 million lbs. of sugar were imported in Ships last year. Every Ship is needed to carry soldiers and supplies now

Document 5: *Sugar Means Ships,* **n.d., World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama.**

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Lesson 4: Document 6

Document 6: ***Our Flags,*** **n.d., World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama.**

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Lesson 4: Document 7

OFFICIAL GARDEN CALENDAR

Compiled by

Home and School Garden Association of Birmingham

With reference to climate of this district.

USE IT ALL THROUGH THE YEAR

This "War" edition is paid for by the City of Birmingham and Rotary Club.

TO THE PEOPLE OF BIRMINGHAM:

The United States Government sends out the following appeal:

"It is of vital importance that as much food as possible be raised and conserved, not only to avoid waste and provide economical food for next year, but to provide the necessary food for the army and navy in the event of a prolonged war."

The people of Birmingham are responding magnificently. In order to assist them, this calendar is furnished. It should be kept handy and used all the year through.

It will be noted in the calendar that every month it is safe to plant food products of certain kinds. It is recommended that non-perishable vegetables, potatoes, grain, etc., should be given the right of way.

Provision is being made to install canning and preserving plants, therefore apprehension need not be felt about raising too great a quantity.

PRIZES

$600.00 in prizes will be awarded. Details of contest will be announced later.

This amount is contributed by the following:

$100.00—Birmingham News—for the best gardens in Greater Birmingham.

100.00—Jemison Real Estate & Insurance Co.—for best gardens in Central Park.

100.00—Jemison Real Estate & Insurance Co.—for for best gardens in Mountain Terrace.

100.00—Jemison Real Estate & Insurance Co.—for best gardens in Fairfield.

COLORED PEOPLE

$100.00—Birmingham Ice & Cold Storage Co.—for best gardens grown by colored people living west of Twentieth Street.

$100.00—Jemison Real Estate & Insurance Co.—for best gardens grown by colored people living east of Twentieth Street.

All persons living within the City of Birmingham, and who are not professional gardeners, are eligible to enter this contest. It is not limited to children.

Respectfully,

GEORGE B. WARD, President.
HOME AND SCHOOL GARDEN ASSOCIATION OF BIRMINGHAM
Affiliated with
SCHOOL GARDEN ASSOCIATION OF AMERICA

Document 7: City of Birmingham, Home and School Garden Association, *Official Garden Calendar* ([Birmingham]: City of Birmingham, Home and School Garden Association, [1916]), John H. Bankhead Papers, LPR 49, Conatiner 30, Folder 1, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 4: Document 7 (p. 2)

SUCCESSION CROP COMBINATIONS FOR VEGETABLES

If the vegetables listed below are planted in succession on the dates indicated, it is feasible to grow three, and in some instances, four crops on the same garden space in one year. The first vegetable listed in each of the succession combinations should be planted between February 1st and 15th.

ENGLISH PEAS, followed by bush beans April 15 to May 1, and by turnips or rutabagas in July and August.

BEETS, followed by radishes April 15 to May 1; by okra in June, and by winter radishes, turnips, onions, or spinach in September.

CABBAGE PLANTS, followed by pole or butter beans about June 1, and by kale or extra early peas in September.

CARROTS, followed by mustard April 15 to May 1; by eggplants in June, and by turnips or other greens for salad in the fall.

RADISHES, followed by pepper or tomato plants about April 1, and by lettuce in September.

MUSTARD, followed by English peas for late crop about April 1, and by cabbage plants in August.

SPINACH, followed by bush squash from April 1 to April 15, and by bush or pole snap beans for late crop from July 15 to August 1.

ONION SETS, followed by cantaloupes from May 15 to June 1, and by rape or leek in September.

PARSLEY, followed by black-eyed peas April 1 to May 1, and by collards or late potatoes July 15 to August 1.

LETTUCE, followed by cucumbers May 1 to May 15, and by endive, parsley, or spinach from August 1 to September 1.

CAULIFLOWER, followed by collards, tomato, pepper, eggplant, or cabbage plants about June 1 to June 15, and by onion sets, turnips for salad, mustard, or kale in September and October.

FEBRUARY 10, plant Irish potatoes, followed by watermelons, about June 1, and by cauliflower, spinach, turnips and winter radishes in September.

MARCH 10, plant table or sweet corn, followed by sweet potato plants about June 15.

The sweet potatoes may be followed after frost by onion sets, or winter cabbage and lettuce plants.

Sweet potato plants for an early crop can be planted in the open about March 15. It will be best usually to reserve a portion of the garden vacant for the sweet potato patch, if an extra early crop is desired.

In some cases where it is desirable to get in the later vegetables on the earliest possible planting date, and an early crop cannot be harvested before that date, it may be well to leave a portion of the garden vacant until the proper dates for planting the tender vegetables. The intensive cropping system, however, by which the soil can be kept occupied with growing plants throughout the season, is usually the most profitable method.

VEGETABLE PLANTING BY MONTHS

January—Cabbage Plants, Onion Sets, English Peas, Spinach and Turnips in open. Cabbage, Lettuce, Radish, Beet, Cauliflower and Onion Seed in Hot Beds.

February—Asparagus, Tomatoes, Egg Plants and Peppers in Hot Beds or Boxes for later transplanting outside. Sweet Potatoes in beds February 15.

February to April, inclusive—Beets, Cabbage Plants, Carrots, Cauliflower, Lettuce, Mustard, Onion Sets, Parsley, Peas (English), Irish Potatoes, Radish, Spinach, Swiss Chard.

March 15 to June 1st—Bush Beans, Pole or Lima Beans, Cucumber, Table Corn, Okra, Sweet Potatoes (plants and cuttings), Watermelons.

April 1st to June, inclusive—Cantaloupes, Egg Plants, Pepper Plants, Pumpkin, Squash, Tomato Plants.

June—Sow Tomato Seed for late plants, late Cabbage, Collard and Cauliflower seed for winter plants.

July—Bush Beans, Pole Snap Beans, Beets, Cabbage Plants, Carrots, late Corn, Cucumber, Lettuce, Mustard, Irish Potatoes, Swiss Chard, Tomato Plants, Turnips, Rutabagas.

August to October 1st—Cauliflower, Collard Plants, Endive, Onion Sets, Parsley, Kale, Lettuce, Radish, Rape, Spinach, Turnips, Rutabagas.

October—Endive, Lettuce, Mustard, Parsley, Radish (winter), Rape, Spinach, Turnips.

November and December—Asparagus Roots, Rhubarb Roots, Horse Radish Roots, English Peas, Strawberry Plants, Hardy Cabbage Plants. Sow Lettuce and early varieties of Cabbage in Cold Frames for later transplanting. Beets, Lettuce and Radish can be profitably grown in Hot Beds for winter use.

In lieu of Hot Beds, tender Vegetables can be grown from seed in boxes inside during the winter in the same manner as described for flower seeds.

Latest date certain vegetables can be planted in this section for a fall crop.

Beans (bush)	September 1
Beans (pole)	September 1
Beets	September 1
Corn (sweet)	August 15
Lettuce	September 1
Mustard	October 1
Onion (Sets)	Almost any time with season
Potatoes (Irish)	July 15
Radishes (Spring)	October 1
Spinach	Almost any time with season
Tomato Plants	August 1
Turnips	Almost any time with season

The following are important points in gardening that the gardener should observe carefully:

1st—Thorough preparation of soil. Plow deep and harrow thoroughly.

2nd—Have soil rich. Apply liberally well rotted stable manure. Use high grade commercial fertilizer judiciously.

3rd—Plant seed at proper depth as per planting table.

4th—Keep soil well cultivated. As a general rule, cultivate shallow after each rain, as soon as soil is dry enough.

5th—Keep the garden free from weeds and grass at all times.

6th—See that the soil is well drained.

7th—Irrigate if possible.

8th—Use proper sprays or insecticide powders to eradicate diseases and kill injurious insects.

9th—Waste no vegetables. Sell or can all surplus products.

10th—Keep garden busy. As soon as one crop is harvested, plant another in its place. Sometimes it is well to plant a second crop between the rows when the first crop nears maturity.

Document 7: City of Birmingham, Home and School Garden Association, *Official Garden Calendar* ([Birmingham]: City of Birmingham, Home and School Garden Association, [1916]), John H. Bankhead Papers, LPR 49, Conatiner 30, Folder 1, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

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Lesson 4: Document 7 (p. 3)

CANNING—WHAT AND HOW TO DO IT

BLACKBERRIES should be handled very carefully. Have cans full and pour in water to fill the space between. Exhaust three minutes, cook seven minutes. Put up in two-pound cans.

PEAS—Shell them. Boil a few minutes to shrink. Pack in two-pound cans. Fill with salt water. Exhaust ten minutes. Cook one hour and thirty-five minutes.

STRING BEANS OR SNAPS—Gather and snap off the ends and if long break them in halves. Put them in the basket and boil them ten minutes to soften them so you can pack more in the cans. Use two-pound cans and pack them tightly. Fill with salt water—it should be just salty enough to flavor the beans. Exhaust ten minutes. Cook forty-five minutes to one hour.

STRAWBERRIES—Do not can the varieties known as seedlings. Gather, pack in three-pound cans. Put in two tablespoonfuls of sugar. Fill up with water. Exhaust three minutes. Cook six minutes.

TOMATOES—Gather only ripe ones. Scald them by lowering the basket, filled with tomatoes, below the boiling water. Peel, pack in three-pound cans as whole and tightly as possible, full of pure tomatoes. Exhaust three minutes. Cook twenty-five minutes.

OKRA AND TOMATOES—Cut up the okra, cook until tender, using one part okra and three parts tomatoes. Exhaust and cook as in okra. Use two-pound cans.

OKRA—Gather none but tender okra. Boil until tender. Pack in salt water. Exhaust ten minutes. Cook thirty-five minutes to one hour.

BEETS—Wash all the grit off them. Boil until tender. Peel, slice and pack in cans. Fill in with the same water they were boiled in. Exhaust six minutes. Cook thirty-five minutes. Use two-pound cans.

SOUR KRAUT—Take large solid heads, cut up and pack in barrel, salt it a little as you go, about a handful to each half-bushel of cabbage; keep packing it with a wooden maul until nearly full, and if water does not rise, put a little salt in water, a handful to each two gallons, and pour over it until after twelve hours until it covers the top well. Weight it down well after filling the barrel. Let it stand from seven to ten days in barrel until it gets to be kraut. You can tell by tasting it. Keep the barrel in a cool place. When it is ready to can, take it out and fill in three-pound cans. Fill with clear, fresh water, not the kraut water. Exhaust from five to seven minutes and cook thirty-five minutes.

CANNING IN GLASS JARS

Prepare and fill same as tin cans. When prepared, put in trays and lower in canner so the water will come up three-fourths the length of the jars. Place in canner while water is cold. When the water commences to boil, count time and let them stay as long as it would take to exhaust and process. Do not screw the lids down until they have been processed and cooked.

EXHAUSTING

When the caps are soldered on, the little air hole in center of cap is left open. This is to allow the air in the cans to pass out. Put them in the basket or tray and lower them in the boiler three-quarters the length of the cans. Let them stay until time to exhaust is up. They are now ready for tipping or stopping the air hole.

HOME CANNING OUTFITS COMPLETE

No. B-N Canning Outfits, $5.75 each; Club order of three, $16.50; capacity, 14 No. 2 cans, 8 No. 3, or 400 to 800 cans daily.

No. BB-N Canning Outfits, $8.50 each; Club order of three, $24.00; capacity, 28 No. 2 cans, or 16 No. 3.

No. BBS-N Canning Outfits, $10.50 each; club order of three, $30.00; capacity, 84 No. 2 cans, or 48 No. 3.

No. BS-N Canning Outfits, $8.50 each; Club order of three, $24.00; capacity, same as BBS-N.

No. 2A-N Canning Outfits, $9.00 each; Club order of three, $27.00; capacity, 28 No. 2 cans, or 16 No. 3.

Book of instructions will be furnished with each Canning Outfit.

Any one desiring the names of firms selling canning outfits can obtain same by applying at the City Hall, Room 5.

For information of any kind write to "Garden Association," Room 5 City Hall. Don't telephone.

Document 7: City of Birmingham, Home and School Garden Association, *Official Garden Calendar* ([Birmingham]: City of Birmingham, Home and School Garden Association, [1916]), John H. Bankhead Papers, LPR 49, Conatiner 30, Folder 1, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

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AMERICANS ASKED TO LIMIT USE OF SUGAR

Must Use No More Than Two Pounds Per Person a Month if the Present Meagre Allied Sugar Ration Is Maintained.

Stocks Will Be Short Until Beginning of New Year—Ration May Be Enlarged Then.

Document 8: "Americans Asked to Limit Use of Sugar," *Washington County News*, 29 August 1918, 3, Micro #455, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

Lesson 4: Document 8 (p. 2)

Two pounds of sugar a month—half a pound a week—that is the sugar ration the U. S. Food Administration has asked every American to observe until January 1, 1919, in order to make sure there shall be enough for our Army and Navy, for the Allied armies and for the civilians of those nations.

By New Year's the world sugar situation will be relieved somewhat by the new crop. Cuban sugar of this year's crop will be arriving in this country.

Every available sugar source will be drawn on by the Food Administration during the next winter months to maintain sufficient stocks here to keep up our national sugar supply. During October the first American beet sugar will arrive in the markets. By the middle of November some of our Louisiana cane crop will be available. All of this sugar and more may be needed to keep this nation supplied on a reduced ration and to safeguard the Allied sugar ration from still further reduction. In Europe the present ration is already reduced to a minimum.

Our Situation.

The situation which the United States faces in its efforts to maintain a fair distribution of sugar to the Allied world is as follows:

Sugar supplies throughout the country, in homes, stores, factories and bakeries are at a low ebb. We must make increased sugar shipments to the Allies.

Production of American beet and Louisiana cane crops have been disappointing.

Porto Rico crops have been curtailed.

Immense sugar stocks in Java cannot be reached on account of the shipping shortage; ships are needed for troop movements and munitions.

Army and Navy sugar requirements have increased as well as those from the Allies.

Most industries using sugar have had their allotment reduced by one-half; some will receive no sugar.

Households should make every effort to preserve the fruit crop without sugar, or with small amounts of sugar. Later, when the sugar supply is larger, the canned fruit may be sweetened as it is used.

Document 8: "Americans Asked to Limit Use of Sugar," *Washington County News*, 29 August 1918, 3, Micro #455, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

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Lesson 4: Document 9

1

On this page draw a plan of your vegetable garden, indicating the rows of vegetables first planted by full lines, and later plantings by dotted lines.

Document 9: Department of the Interior, Bureau of Education, *Daily Record Book of Boys' and Girls' Home Gardens* ([Washington, D.C.]: Department of the Interior, Bureau of Education, [1917]), Alabama Council of Defense (1917-1919), Program Administrative Files, SG 18904, Folder 26, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 4: Document 9 (p. 2)

3

Enter on this page all dates of planting and the first and last dates of harvesting each crop.

Date of planting	Names of vegetables, flowers and fruits	Dates of harvesting

(Continued on page 3)

Document 9: Department of the Interior, Bureau of Education, *Daily Record Book of Boys' and Girls' Home Gardens* ([Washington, D.C.]: Department of the Interior, Bureau of Education, [1917]), Alabama Council of Defense (1917-1919), Program Administrative Files, SG 18904, Folder 26, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 5: Signing Up for Action and Sustaining Morale

1. Background Information for Teachers

Alabama contributed 74,000 draftees to the American forces in World War I, in addition to whole units of the state's National Guard which were federalized soon after war was declared. Among these was the Fourth Alabama which became part of the famed Forty-second "Rainbow Division." Losses in France included 2,401 Alabamians killed in action; another 3,861 of the state's soldiers died from wounds or disease suffered in service.

Maintaining support on the home front in the face of such losses prompted extensive propaganda efforts on the part of governmental agencies. Posters lauding the virtues of those who supported the war at home and damning the atrocities of the German "Huns" abroad were everywhere apparent. Community public programs were held to entertain and enlighten and to sell the audiences on "Liberty Bonds," Red Cross volunteerism, and a host of other war effort-related programs.

2. Learning Objectives

1. Define and identify propaganda.
2. Create a poster reflecting the concerns of the time period.
3. Discuss the efforts used to maintain morale on the home front.
4. Discuss life for soldiers overseas during the war.

3. Suggested Activities

1. Make copies of the documents for the students.
2. Use the suggested guidelines for analyzing a written document and a photograph at the end of this unit of information.
3. Have every student read Document 9, the front page of the *Alabama Defense Record* from October 15, 1918.

a. What similarities are found among all of the documents and photographs in the front page example?

b. What do these similarities suggest about the war effort?

c. In your opinion, how did the public programs impact the public support of the war?

4. Define the term *propaganda*.

a. Ask the students to identify forms of propaganda in the posters and newspaper advertisements.

b. Using the "Hun" poster, ask the students to define a ***hun***. Is this propaganda? Is it a racial slur? Ask the students to determine if this poster might offend some Americans. Why might it be offensive to some Americans?

Suggested activities for younger students:

1. Create a poster to encourage the public to support the war effort by:

a. buying liberty bonds or savings stamps

b. knitting socks for the soldiers and sailors

c. volunteering to help the Red Cross

d. having "meatless" Mondays or "wheat less" Wednesdays

e. rationing sugar

f. saving food

g. participating in a savings bond parade

h. enlisting to serve in the military

2. Ask the students to list the things that they would include in a "Christmas Care Package" during World War I. Remind the students of the needs of the soldiers as well as the things that would be included at that time period which would not necessarily be included today such as cigarettes.

3. Ask the students to list the things that would be included in a soldier's "comfort kit." These were given to each soldier upon enlistment. (Bibles, sewing kits and stationary were common items. See Lesson 2, Documents

5 and 6 of the Civil War Unit for a list of the effects on the soldiers killed in the Civil War.) Students should be encouraged to search for similarities and differences in the needs and supplies of the soldiers from different time periods.

Documents

Document 1: "Order of Induction into Military Service of the United States." Alabama Diplomas & Certificates Collection, 7N Range A, Section a, Shelf c, Oversize Folder 1, Alabama Department of Archives & History, Montgomery, Al. Attached and at http://www.archives.state.al.us/teacher/ww1/lesson5/doc01.html

Document 2: "Honorable Discharge from the United States Army." George Paul Moses World War I Records, 7N Range A, Section 1, Shelf e, Box 21, Folder 4, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on web at http://www.archives.state.al.us/teacher/ww1/lesson5/doc02.html

Document 3: [ca. 1918]. World War I Troops Marching through Downtown Montgomery, 7N Range A, Section 1, Shelf b, Box 16, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson5/doc03.html

Document 4: *Fight or Buy Bonds.* n.d. World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson5/doc04.html

Document 5: American Red Cross. *Our Boys Need Sox.* n.d. World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/ww1/lesson5/doc05.html

Document 6: _____. *Do Your Bit - Save the Pit.* World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/ww1/lesson5/doc06.html

Document 7: _____. *10,000,000 Members by Christmas.* World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/ww1/lesson5/doc07.html

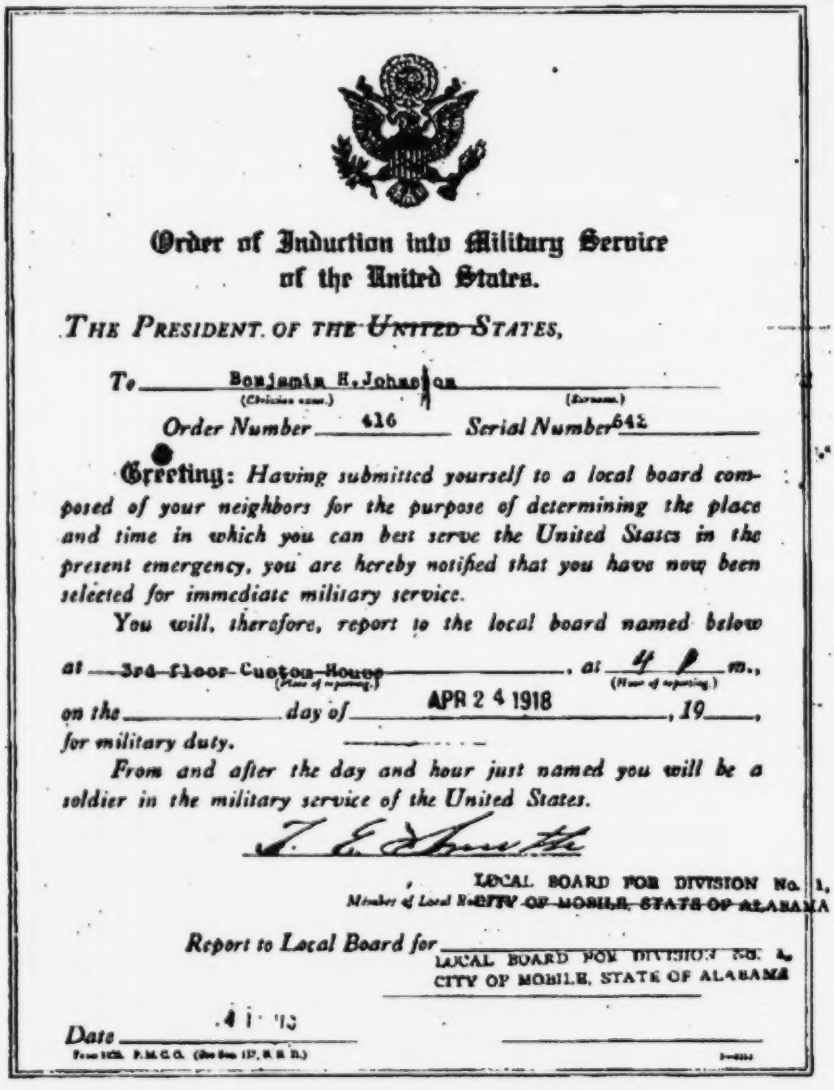
Document 8: *Honor Emblem.* World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson5/doc08.html

Document 9: "Must Mail Christmas Boxes by November 20" and others. *Alabama Defense Record,* 15 October 1918, 1. ADAH Public Information Subject

File - Alabamians at War, SG 17110, Folder 11, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson5/doc09p1.html

Document 10: *Beat Back the Hun.* n.d. World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww1/lesson5/doc10.html

Lesson 5: Document 1



Order of Induction into Military Service of the United States.

THE PRESIDENT OF THE ~~UNITED~~ STATES,

To Benjamin H. Johnson
(Christian name.) (Surname.)

Order Number 416 Serial Number 642

Greeting: *Having submitted yourself to a local board composed of your neighbors for the purpose of determining the place and time in which you can best serve the United States in the present emergency, you are hereby notified that you have now been selected for immediate military service.*

You will, therefore, report to the local board named below at ~~3rd floor Custom House~~ (Place of reporting), *at* 4 p. m. (Hour of reporting), *on the* _____ *day of* APR 2 4 1918, 19____, *for military duty.*

From and after the day and hour just named you will be a soldier in the military service of the United States.

J. E. Bourette

Member of Local Board. LOCAL BOARD FOR DIVISION No. 1, ~~CITY OF MOBILE, STATE OF ALABAMA~~

Report to Local Board for _____
LOCAL BOARD FOR DIVISION NO. 1,
CITY OF MOBILE, STATE OF ALABAMA

Date 4 / 18

Form 1028. P. M. G. O. (See Sec. 17, R. S. R.)

Document 1: "Order of Induction into Military Service of the United States," Alabama Diplomas & Certificates Collection, 7N Range A, Section a, Shelf c, Oversize Folder 1, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 5: Document 2

Honorable Discharge from The United States Army

TO ALL WHOM IT MAY CONCERN:

This is to Certify, That George Moses 95613
Sergeant Ng 13 "Dix Camp Lewis Wash
THE UNITED STATES ARMY, as a TESTIMONIAL OF HONEST AND FAITHFUL SERVICE, is hereby HONORABLY DISCHARGED from the military service of the UNITED STATES by reason of Honorable Discharge per W.D. Cir. 7 8/5.
Said George Moses was born in Montgomery, in the State of Alabama
When enlisted he was 19 years of age and by occupation a Baker,
He had Brown eyes, Black hair, Dark complexion, and
was 5 feet 8 inches in height.
Given under my hand at Camp Sheridan Ala this
30 day of January one thousand nine hundred and nineteen
Joseph L. Chesbrough
Major G.A.
Commdg.

Form No. [illegible] A. G. O. [illegible]

* [illegible]
† [illegible]
‡ [illegible]

Document 2: "Honorable Discharge from the United States Army," George Paul Moses World War I Records, 7N Range A, Section 1, Shelf e, Box 21, Folder 4, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 5: Document 3

Document 3: Photograph, [ca. 1918], World War I Troops Marching through Downtown Montgomery, 7N Range A, Section 1, Shelf b, Box 16, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama.

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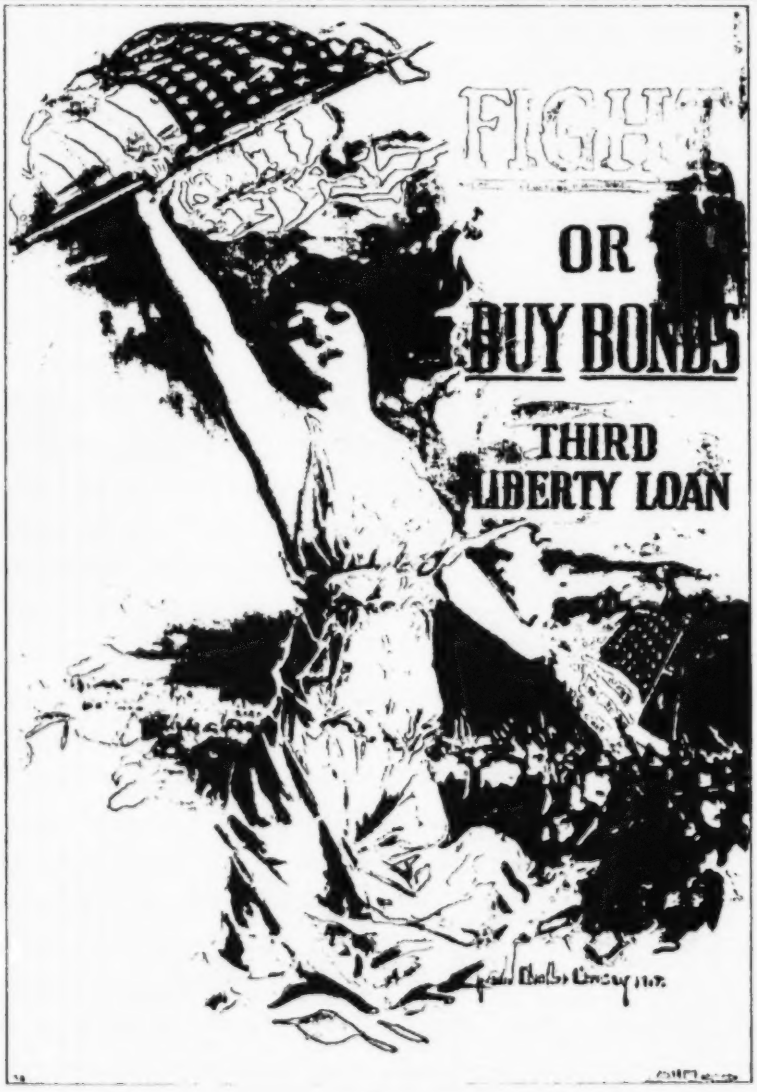
Lesson 5: Document 4



Document 4: ***Fight or Buy Bonds,*** **n.d., World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama.**

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Lesson 5: Document 5

Document 5: American Red Cross, *Our Boys Need Sox,* n.d., World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama.

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Lesson 5: Document 6

Document 6: American Red Cross, *Do Your Bit - Save the Pit,* n.d., World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama.

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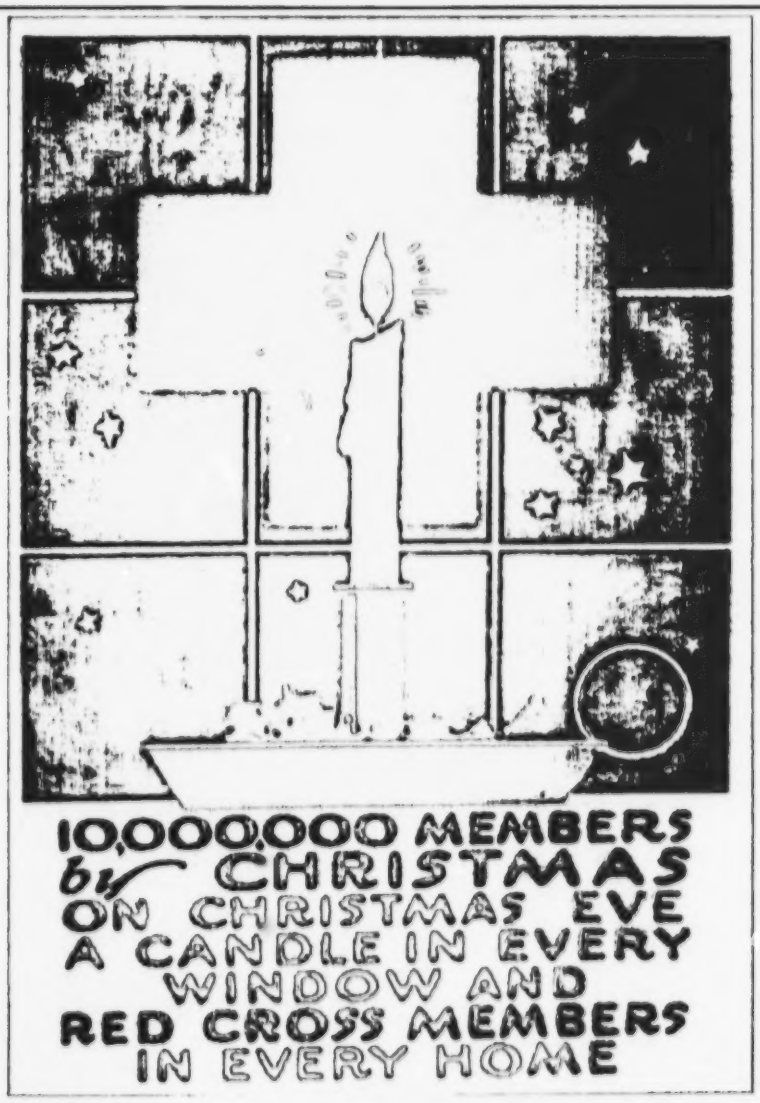
Lesson 5: Document 7



Document 7: American Red Cross, *10,000,000 Members by Christmas,* n.d., World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama

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Lesson 5: Document 8

Document 8: ***Honor Emblem*****, n.d., World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama.**

COPY AVAILABLE

Lesson 5: Document 9

MUST MAIL CHRISTMAS BOXES BY NOVEMBER 20

Only One Package Can go to Each Soldier Overseas for Coming Holiday Season

Persons who desire to send Christmas packages to soldiers overseas should acquaint themselves with the rules made by the war department. Only one package may be sent to each soldier and the soldier must give the name of the person from whom he desires the package. Package labels are being issued to the soldiers now, one to each soldier and each package must carry this label. Every package must be mailed by November 20 and must be accepted by the Red Cross chapter nearest the home of the person who desires to mail it.

Rules for Christmas packages announced by the war department follow:

One parcel will be accepted by the war department through the Red Cross for each soldier overseas.

Each soldier will be provided with one Christmas parcel label. This label will be forwarded by him to the person in the United States from whom he wishes to receive his Christmas package. Packages that do not bear this label will not be accepted by the Red Cross for delivery to the postoffice authorities. Labels that are lost will not be duplicated.

Christmas parcels must be placed in cardboard boxes 3x4x9 inches in size. These boxes will be provided to holders of labels by the American Red Cross. They may be obtained at Red Cross chapters or branches after November 1.

No Message Can be Sent

With each box will be given complete instructions regarding the articles which may be sent and a list of articles which are barred by the postal authorities. Study these instructions and avoid mistakes. No message or written material of any kind will be allowed to go in the boxes. When the boxes are packed, but unwrapped, they must not weigh more than two pounds and fifteen ounces. If the parcel is overweight some article must be removed.

Do not put perishable food, soft candy, liquids or anything in glass containers in the package if you wish it to reach its destination with the other contents unspoiled.

Do not mail the box yourself. When packed, the box should be taken to the nearest collection station designated by the Red Cross unsealed and unwrapped, ready for inspection. Red Cross representatives are authorized to remove objectionable articles from parcels. Shippers will then affix sufficient postage on their parcels to carry them to Hoboken, N. J. Parcel post zone rates will be charged. The parcels are to remain in custody of the Red Cross until delivered to the postal authorities.

No Christmas parcel will be accepted after November 20. Keep this in mind.

Document 9: "Must Mail Christmas Boxes by November 20" and others, *Alabama Defense Record,* 15 October 1918, 1, ADAH Public Information Subject File - Alabamians at War, SG 17110, Folder 11, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

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Lesson 5: Document 9 (p. 2)

WAR RECORDS BEING MADE

Dr. Thomas M. Owen, state war historian of the Alabama Council of Defense, is fast completing plans for the correlation of reports on Alabama's war activities. Each county council of defense has been requested to name at once a county historian who will be Dr. Owen's personal representative and will assist him in compiling the records and in keeping the record of their counties' part in the war.

Aubrey Cited for Bravery

Second Lieutenant Aubrey Fred Diamond, whose mother is Mrs. Emma J. Adams, of Baltimore and Rose Streets, Mobile, has been mentioned several times recently by the British reports for gallantry in action in the air and for having brought down enemy planes or balloons. This official announcement has been made by the United States War Department.

Diamond's enlistment record shows that he resides at room 838, Y. M. C. A. Building, Cleveland, Ohio.

Demand on America is Great

America will ship 409,320,000 bushels of breadstuffs to the allies next year under an agreement made between the United States Food Administration and food controllers of the allied nations. The following statement has been issued by the Food Administration:

"Under an agreement entered into by the Food Administration with the food controllers of the allied nations our breadstuffs export program for the coming year will be: Wheat, rye, barley and corn or flours calculated as grain for breadstuffs, 409,320,000 bushels, of which from 100,000,000 to 165,000,000 bushels may be cereals other than wheat."

Musical Directors Named

Many counties have selected directors of community sings and liberty choruses at the request of C. Guy. Smith, state director, and all others are being urged to see that these county directors are named at once in order that the government's elaborate plans for the community sings and liberty choruses may be put into operation in all sections of the state.

Mr. Smith has compiled a list of patriotic songs which is being distributed among the county directors already appointed. These leaflets contain the songs which have done much in maintaining the morale of the soldiers at the front. Among them are the national airs of America and her allies, Dixie, Joan of Arc, Pack Up Your Troubles, There's a Long, Long Trail, Keep the Home Fires Burning, It's a Long Way to Berlin But We'll Get There, Yankee Lad, Over There, Good-bye Broadway, K-K-K-Katy, and several others.

Document 9: "Must Mail Christmas Boxes by November 20" and others, *Alabama Defense Record*, 15 October 1918, 1, ADAH Public Information Subject File - Alabamians at War, SG 17110, Folder 11, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

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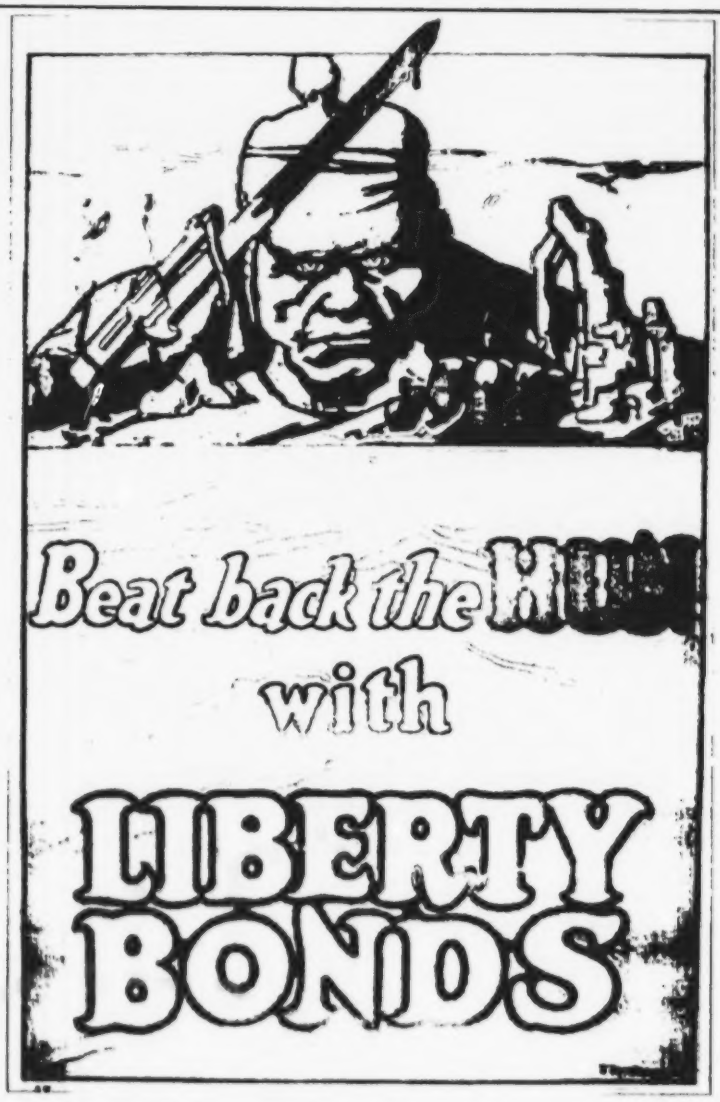
Lesson 5: Document 10



Document 10: ***Beat Back the Hun,*** **n.d., World War I Poster Collection, Alabama Department of Archives & History, Montgomery, Alabama.**

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General Suggestions for Analyzing a Written Document

1. Describe the document. Is this a letter, a will, a bill of sale or some other kind of document?

2. What is the date of the document? Is there more than one date? Why?

3. Who is the author of the document? Is this person of historical significance? Do you believe that the author of this document is credible? Is this document written as a requirement of the author's occupation or is this a personal document?

4. For what audience was this document written?

5. List or underline three (3) points that the author made that you believe are important.

6. Why do you think that the author wrote this document? Use quotes from the document to support your position.

7. List two (2) things from the document that describes life in the United States or in Alabama.

8. Write one (1) question to the author that is unanswered by the document.

General Suggestions for Analyzing a Photograph

1. Study the photograph for two (2) minutes.

2. What subject does this photograph present?

3. What is the time period of the photograph? Look at clothing fashions, cars or other means of transportation, architecture and advertisements that may be present in the photograph.

4. List any people, activities, or objects in the photograph.

5. List three (3) suggestions about the type of activity being presented in the photograph.

6. Why do you believe that this photograph was taken? Why was this an important event?

7. List two (2) things from the photograph that describes life in the United States or in Alabama.

8. Write two (2) questions about the photograph that remains unanswered in your mind.

9. Where might you be able to locate more specific information concerning the time period or event being recorded by the photograph?

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